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The ideas expressed in the journal are of the authors. The editorial Board of Edulight holds no responsibility in this regard. The Editor-in-Chief is in great debt to the members of the Editorial Board, Advisory Board and Peer-Reviewers who have extended their cooperation in bringing out the Vol. 3, Issue 5, May 2014 of the journal and also grateful to all contributors.

Suggestions for further improvement of the journal will be thankfully received.

Kalyani, West Bengal
2nd May, 2014

Dr. Prabir Pramanick
Editor-in-Chief, EDULIGHT

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THE MENACE OF CRIMINALIZATION OF POLITICS : CHALLENGES TO INDIAN DEMOCRACY

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Abstract

Criminalization of Politics has become the biggest threat to India, the Worlds' largest democracy. Today, it seems that Politics has become synonymous with crime which is spreading like Cancer and also nullifying all the constitutional safeguards of democracy. The deadly nexus between criminals and politicians is threatening the very bases of the civil society as well as very roots of democracy in this country and naturally causing serious concern at all levels that has been analysed in this study. This paper focuses on the major components of the political criminalization like money and muscle power in election and also analyses their impact on Indian democracy and development. Multi-purpose measures are being formulated by the Judiciary and Election Commission to curb this evil has been focused in this study. The present paper depicts on the major hindrances to curb the criminalization of politics and also indicates the way out how the Indian democracy would be freed from the yoke of the political criminalization.

Introduction

India is the holy land with a glorious past, home to diverse cultures and traditions, the dream of Swami Vivekananda and Mahatma Gandhi and the soil that has witnessed the birth and death of umpteen kingdoms. The incredible India has carved out a niche for herself in the galaxy of international affairs. Basking in the unique status of the ''largest democracy in the world'', we have traversed many a mile forward from that big day, when India woke to life and freedom, ''at the stroke of the midnight hour, when the world slept''. As we turn back, we realise how the waves of change have swept the shore of India. However, when India attained freedom from foreign shackles, it decided to become a sovereign socialist secular democratic republic as a Union of States with a parliamentary system of government. The Constitution of India distributes legislative power between Parliament and State Legislatures and provides for vesting the remaining powers in Parliament.[1] But unfortunately, despite maintaining its democratic and secular credentials; it could not remain free of allegations of allowing criminal elements into politics which allowed the law-breakers to become law-makers.

'Politics' is something that Indians inherit as they inherit religion. It runs deep through the veins of the country and is so intermingled with the life of Indians that it is difficult to separate the two. As someone has remarked, so we breathe politics, eat politics and drink politics. 'Politics', 'elections' and 'votes' are *mantras* being chanted from every nook and corner of the country and have entered the vocabulary even of the *'aam aadmi'*. For us, 'politics' is not a separate realm of public life. Therefore, today 'Politics', the most commonly used and widely criticised term, is especially functional almost in every sphere of human life and also it knocks at every door. It is the regretting fact that if we look at the Independent India of sixty seven years, the truthfulness of the comment of the French Philosopher, Nepoleon is mostly proved in the recent times. Nepoleon commented, 'the great difficulty with politics is that there are no established principles', has made the future generation of the country less interested towards politics. [2] According to the political critics, 'Politics' is loosing its appeal amongst the youth of india and the perception of our generation about politics has generally been negative. The *'Aila'* of the immoral politics is gradually making the Indian people irreverent to the democracy on which they rely fully. Unfortunately, most of the politicians in this cruntry are madly rushing into the narrow, personal and party's self-devotion. As a result, the decisive consequence which has already been created by the hasty growth of the humanly aspiration and lust inhumanly compelled the rulers, administrators or the politicians to be scornfully corrupted. Recently nobody keeps in memory that the Indepenent India had set in after taking an oath for protecting the common self-interest of the countrymen. Infact, the Indian politicians who have fully rejected the self-interest of the common masses have shamelessly accepted the value-free power as the only process with which they can easily make the impossibility into possibility in such a way that they have mostly transformed from patriots into professionalists. In this regard, the trend of following the immoral politics has generally been increasing through the indiscriminate application of the obtained power which has often been gained with the help of the criminals. Just in the very moment the criminals who are directly related with the corrupted activities enter into the political arena and enlarge their power in order to fulfil their self-interest, to obtain the state power to maintain the state security and protection for various corrupted activities. Thus, the involvement of some of the politicians with the corrupted activities and the use of the criminals in the political purpose are both gradually increasing now in the Indian politics.

Though this subject had been enlarging on more and more from the last few years, the origin of this subject is not only current affairs. We should keep in mind that the political corruption had actually been started in the very beginning of the independence in our country, which has gradually been increasing from the next decades of the post-independent India has turned into the today's criminalization of politics through a few changes of its forms and characters.

In this backdrop, the present study is undertaken with the following objectives :

i) To analyse the nature and components of the criminalization of politics in India ;
ii) To assess the influence of the criminalization of politics on Indian democracy and development ;
iii) To indicate the way out how the Indian democracy would be freed from the yoke of the criminalization of politics.

Methodology

The present study is basically based on the information that includes books, journals, research articles, magazines like *India Today, Yojana, The Sunday Indian, Frontline* etc. and daily news reports both Bengali and English. Relevant literature was also collected through browsing Internet.

Structure of the Paper

The current article is structured in the following manner :

Section I shows the conceptual analysis of the criminalization of politics in the framework of present Indian politics. In section II,_focuses on the major components of the criminalization of politics. In section III analyses the statistical report of the criminal activities of the few members of both in the Parliament and the State Legislatures. In section IV, an attempt has been made to review briefly the impact of the criminalization of politics on Indian democracy and development. Section V focuses on various preventive measures to curb the criminalization of politics. An effort has been made in section VI to depict the major hurdles to curb the criminalization of politics. In section VII, a humble attempt has been made to indicate the way out for the eradication of political criminalization. Finally, in section VIII, the concluding comments have been made which reflect the researcher's own evaluation.

Section – I

Notion of Criminalization of Politics

First of all, we should know what the criminalization of politics is? Generally speaking, criminalization of politics may be termed as a systematic act of subversion of the usual course of politics by illegal means intended to attain private gain or end. It gives rise to a situation where there are a great deal of erosion of values, organized violations of norms, rules and principles, dearth of security of life, liberty and property, lack of transparency and accountability, dominance of muscle power and black money, plunder of resources, rampant corruption, denial of justice and rule of law, and unconventional forces to establish substantial control over the political process. [3]

Criminalization of politics can be visualized into two different senses. In narrow sense, it refers either to the direct entry and interference of criminals into the political parties, state legislatures and parliament of the country or politicians adopting criminal means to achieve their own political goal.[4] In wider sense, it refers to interference of criminals into politics either directly or indirectly like financing any candidate, providing anti-social manpower, booth capturing, contract killing of rival candidates, providing muscle power services, as well as campaigning for any candidate contesting elections. [5] It may be mentioned here that the criminals apply their power disobeying social customs, social barrier, state law and prohibition and through the unlimited use of the muscle power during election period, they compel the countrymen to behave against their own intention in such a way are quite common in Indian experience today, especially in rural India. So, in the present India the politics means a picture of the unlimited and reckless use of the muscle power.[6]

The politicians of our country indulge in the corrupted functions of the criminals but they remain aloof totally from the criminal activities. Side by side, the politicians use the corrupted persons for fulfilling their own political objective. The political leaders, most of the time, are too much practised to create the fight against their political opponent with the help of their private armies[7] and they also habituated to threat and terrorise the common people. Therefore, now politics, crime and violence are a tie. They are only concerned with power and never feel the responsibility. Their sense of value has certainly deteriorated to the lowest ebb.[8]

On the other hand, approximate all the political parties from national to regional taking services of criminals and local 'dadas' either to encertain the win or to avoid the defeat in the elections by resorting to intimidation and terrorization of voters, forcible booth capturing, etc. Besides, these criminals and the anti-socials realized well that it is quite impossible for the political leaders to ensure the success in the election without their lawless assistance. This is how, the criminals are too enthusiastic to enter into the electoral politics, considering it to be the best 'profession' which would not only endow them with state power but also with patronage and protection for their other activities.[9] In this way, the corrupted persons are also able either to compete in the election or to gain the post in the central or state ministry. Thus, we have a new phenomenon in Indian politics called ''Tainted Ministers''.[10]

In this connation, it is relevant as well as significant to mention here that who is a criminal is not easy to define. Under Indian jurisprudence, largely borrowed from the West, a person is presumed to be innocent, unless convicted by a court of law. On the other hand, Mr. Fali S. Nariman, India's reputed Constitutional expert, suggested that those people should be called criminals who are charged with offences that entail a punishment of more than two years. But a common man perceived otherwise. In his eyes, even a person who has been charged with an offence and it under trial is also a criminal. He looks down upon a mafia don, history-sheeter or a notorious bad character, involved in various nefarious activities, as a criminal. He cannot digest the fact that a person charged with heinous crimes, seeks to represent him in Parliament or State Legislature or in any other elective office, merely because the trial is taking its own course and time, before formally convicting him.[11]

From this point of view, according to newspaper report, like a few elected criminal members of the state legislatures of our country, one-fourth of the MP of the 15th Lok Sabha who have not only criminal background but have also built an auspicious relationship and an active connection with almost all the heinous crimes such as murder, attempt to murder, docoity, looth, corruption, kidnapping, black-mailing, misappropriation of public funds etc.[12] Let me avail opportunity of mentioning few prominent names in this field in India and our countrymen must familiar with these famous personalities like Mohammad Sahabuddin and Pappu Yadav (Bihar), Muktar Ansari and Atiq Ahmad (UP), Shibhu Soren (Jharkhand) and others.[13]

Finally, it is clear that the criminalization of politics came from utilization of 'politicization of crime' in today's Indian politics. Here 'politicization of crime' means the competitive use of anti-social forces for the mobilization of party funds, for management of election, organizing meetings and conference and even recruiting workers at lower levels from among anti-social elements, which has increased many folds since last two decades.[14]

Section – II

Components of Criminalization of Politics

It is fairly well-known that the really beginning of the crime in politics in our country was the ending session of six decade of the tweinth century. From this period, in the Indian politics, the indiscriminate use of money power and muscle power and the direct connection of the people of underworld or crime-doers have vividly cleared the character of the criminalization of politics to us.

The criminalization of politics comes to light especially during the elections in our country. Today, our electoral system suffers mainly from three 'Ms' – 'Money Power', 'Muscle Power' and 'Ministerial Power' (misuse of official machinery) – or, what may also be called as three 'Cs' – 'Cash', 'Criminal' and 'Corruption'.[15] Today, the influence of money power is gradually increasing in the electoral politics. The unrestricted effort to ensure the electoral success through the money power is constant till now. Although the Election Commission of India has settled the highest expense amount, the political parties have illegally crossed the limitation of expense and they spend money highly for the satisfaction of the electors and also for gaining the electors' support. It is well-known that many transactions relating to election expenditure are done in cash without any adequate monitoring notwithstanding the Election Commission's attempt to regulate them through the Expenditure Observers. In this context, it is widely accepted fact that huge election expenditure is the root cause for corruption in India. Quite naturally, the question on the sources of this money of the political parties is arising in the mind of the people.[16]

There is no doubt that this gigantic expansion of the election functionaries is gradually taking the politicians towards the unlawful way of gaining money. So, many economical corrupted persons or the black-marketers who have the intimate relationship with the political leaders, donate subscription to the fund of the election or maintain the electoral expense of the candidate in the election and as a result, they encertain fearlessly to carry on the unlawful functionaries. This is how, the criminals or the corrupted persons are gradually taking the entry into the electoral political field to make their sinful life respectable and powerful with the helps of the money power.[17]

Side by side, the businessmen and the industrialists of our country who spend unlawfully the high amount of money in the election to influence the policy making of the ruling party in their own favour or to entertain the win of the party through the bare and fearless exhibition of the black money are certainly helping to increase the process of the political criminalization. It can unhesitatingly be said that from the very beginning of the post-independent India the intimate relationship of the industrialist – politicians and the co-operation and undue facilities between them are not only till today but it is also developing quietly. In this context, the pioneer industrialist of the country, JRD Tata commented in *The Illustrated Weekly of India,* 1986 regarding the intimate relationship between the industrialists and the politicians which is relevant to mention here:

> If you support the ruling party, you get their sympathy and support in return. If you don't you are in trouble. Morals have no role to play in this game. They [political leaders – JKD] take money: that is true. What is more important right now is that the government is realizing that they need us, and not just, for election funds. They need private enterprises to succeed, to grow, ….[18]

The another important component of the political criminalization is the influence of muscle power in Indian politics today. In the electoral politics the criminals who are charge -sheeted and convicted by the court not only capture polling booths with the help of muscle power but they are also able to achieve their political purpose through threatening the voters who are unable to give the votes for their preferable candidates and as a result, the criminals compels the voters to cast their votes in favour of their fixed candidate or even they vote 'chhappa' powerfully in the ballot paper in favour of their own choicable candidate after depriving the voters. Most of the politicians are thriving today on the basis of muscle power provided by criminals. Most of the politicians chose muscle power to gain vote Bank in the country and they apply the assumption that if we are unable to bring faith in the countrymen then we can generate fear or threat by the musclemens or 'dadas' to influence the attitude and conduct of sizable sections of the electorate for getting the power in the form of election.[19]

In this connexion, it is interesting to mention here that criminals come to the political arena and join the electoral fray for only personal gains. For them joining politics is not to serve the common people. The criminals who are convicted by the court are able to make themselves as the representatives of the people through their participation in the electoral arena on the object of developing social honour and gaining economic status or the capture of power in rejecting their idealism and moral value. Even in Indian politics they succeed to gain the ministry both in the central and the state.[20] In this regard, no political parties agree with the proposal of Election Commission of India in spite of forbidding the parties to nominate in the election as a candidates who are engaged with the corrupted functions. Even in the *Representation of the People's Act 1951,* it is vividly said that 'any person who is accused in any pending case of any offence punishable with imprisonment for two years or more shall be disqualified for contesting an election to Parliament or a State Legislature for six years after ending the period of the punishment'.[21] Yet, in the 14th Parliamentary election in 2004, though the convicted persons who are regarded as the criminals competed from the jail in a few parliamentary seats in Bihar on 30th April 2004, in a historical judgement the Patna High Court ordered the Election Commission to reject the post of those corrupted candidates.[22]

Section – III

Statistical Accounts of Political Criminalization

In recent times, if we look at the statistical report of the criminal activities of the few members of both in the parliament and the state legislatures, the tendency of the crime may easily be realized. According to the source of an information in the 14th Lok Sabha, 2004 the criminal offence was against 128 members of Parliament in our country and among those, 29 members were of the BJP, 28 of the Congress(I), 12 of the Socialist Party (SP), 8 of the RJD, 7 of the BSP, 7 of the CPI(M), 5 of the NCP and 2 of the CPI. In this regard, it is interesting to note that the number of the cases which was applied against those members of the Parliament was 333 of which the highest number of the cases against the SP in the top list was 80 and the BSP who had 43 cases took the next place and the 17 and 16 cases were against the members of the BJP and Congress (I) respectively.[23]

Moreover, in the 14th Lok Sabha, 2004 when the criminal offence was against 128 members of Parliament, that the number is developed in 150 in 15th Lok Sabha, 2009.[24] Let us have a look at the status of criminalization in Indian politics; the following table shows the details:

	2004	**2009**	**Increase**	**% Increase**
MPs with criminal records	128	150	22	17.2%
Total Criminal cases on MPs	429	412	-17	-4%
MPs with serious criminal records	55	72	17	30.9%

Source : Abhijeet Singh (2011)

The above information has already been reflected in a conversation of S.Y. Qureshi, the then Chief Election Commissioner of India, who gives it to the PTI on the 9th January 2011. According to the information of the former Chief Election Commissioner, in the 15th Lok Sabha, 2009 the criminal cases were against 162 members out of 543 but the accusation against 76 members was too much dangerous.[25]

In this connexion, it is significant to mention here that in the election of the 15th Lok Sabha of India, 2009 it is clearer to us the picture of the contesting of 1140 candidates of different political parties who are accused of the criminal case and in this regard, 114 candidates of the Congress (I), 113 of BJP and 105 of the BSP were in the top most position.[26]

However, it is true that according to newspaper report, in the 15th Lok Sabha, a few members who were elected from the different states are basically not free from crime. Side by side, a few elected members of some of our state legislatures were those with their names of the history-sheets of the police. According to the information published on 31st July 2013 in the leading national daily, *The Indian Express*, has shown a list of legislators both at the state and national levels, have criminal cases pending against them are as follows:

Name of the Name of the State	**Number of State Legislators**	**Criminal Cases Pending**	**Number of MPs**	**Criminal Cases Pending**
Bihar	243	141	40	13
UP	403	189	80	22
Maharastra	288	146	48	26
Gujarat	182	56	26	11
Tamil Nadu	234	70	39	10
Kerala	140	67	20	07
Karnataka	224	74	28	09
West Bengal	294	102	42	06
Odisha	147	48	21	05

Source: *The Indian Express (2013)*

It is noted that north-eastern states are also not lagging behind them. These statistics are enough to prove that criminals constitute a considerable position of our legislature today. According to newspaper report, at present, in various states, there are 1460 MLAs who have criminal cases pending against them. The nation was thus confronted with the ignoble phenomenon of criminalization of politics.[27] In this context, the former Chief Election Commissioner of India, S.Y. Qureshi has resolutely admitted : ''The Fouzdari conviction against the leaders of the people has gradually been developing or, it is too said, the convicted people are joining the politics in a large number. This is the thoughtful matter that this statistics makes us ashamed in the international ground.'' [28]

Section – IV
Impact on Democracy and Development

India stands as a model for many emerging democracies around the world. While we are justifiably proud of our democracy, there are a number of areas which need to be strengthened for us to realise the true potential of a well functioning democracy. The Preamble to the Constitution declares India to be a Democratic and Republic. All of us who are working for protection and upholding the civil rights of the citizens of India are deeply concerned with democratic polity of the country. One of the most important features of the democratic polity is election at regular intervals. Indeed, elections are the central democratic procedure for selecting and controlling leaders as well as grants people a government and the government has constitutional right to govern those who elect it. Elections symbolize the sovereignty of the people and provide legitimacy to the authority of the government. Thus, free and fair elections as well as active participation of all sections of society are indispensable for the success of the democracy.[29] But unfortunately, this is not happening in our country today.

It is well known that democracy, at least in theory, is associated with the supremacy of the 'rule of law' as opposed to 'rule of persons'. To this day this is rather alien concept in much of Indian political scenario, in spite of what the pious statements in the Indian constitution may suggest. [30]

In recent times which saw ugliest face of criminalization of politics and politicization of officials (government functionaries) crippling completely the state apparatus to near dis-functionality affecting democracy and development for which it is meant. Participation of people in electoral process, government formation and lastly policy-making through various committees and interest groups form the very basis of democracy and development, in absence of which both the defining pillars of a nation are bound to suffer. [31]

However, the criminalization of politics has many forms, but perhaps the most alarming among them is the significant number of elected representatives with criminal charges pending against them which have already discussed. We have already mentioned that all parties take the help of criminal elements to dominate the election scene in India. But this process is influencing the mind and the will of the people both to gain the majority and to rule the country according to there will. The system of democracy is now changing into the dictatorship of some. Because, the democracy of India are now in hands of the criminal who are not capable any way to hold the post if legislature. Once democracy as Abraham Lincoln said is the rule of the people, by the people and for the people. Unfortunately, this concept is no more a truth in the present political scenario of our country as it has become the rule of the people, by the people and for the criminals. [32]

From this point of view the criminalization of politics in public life has become the biggest threat to India, the world's largest democracy. At present, the Indian democracy is a victim of ideology-less politics. For a half century, we have seen the world's largest democracy but of late India has also become the world's only democratically elected anarchy. The nature of democracy has changed and it is no more the representative of the will of the people.[33] Today, criminalization of politics is depriving a section of peoples of society from exercising their franchise in invariably every election right from *Panchayati Raj* Institutions to state assemblies and Parliament. According to newspaper report, large section of population of society are not allowed to exercise their voting right by powerful mafias and dominant caste groups in their entire life making mockery of democracy. [34]

Now-a-days, elections in many parts of the country have become associated with a host of criminal activities. It is shameful to admit that in the world's largest democracy the cult of the gun provides ; goondas and criminals are threatening voters to vote for a particular candidate or physically preventing voters from going to the polling booth occurs frequently in several parts of the country. Sometimes rival candidates got killed in a bid to have the elections cancelled. All these acts of lawlessness and violence have become possible because of the growing links between many politicians and anti-social / criminal elements.Thus, booth-capturing violence, rigging, intimidation and victimization are part of electoral malpractices and has become the order of the day. The voters especially the weaker sections of our electorate were dalit, tribals and rural women are mainly hit by these practices. ''Your votes would be cast by us, do not go to polling stations to vote''. This is the kind of pre-election intimidation. If someone dare to disobey their dictates, his suffering starts immediately viz. they are fired from the job, displaced from the land which generally belongs to powerful landlords. This is the type of post-election victimization. Thus, fear psychosis on the one hand and economic dependence on the other cumulatively produce the result of depriving the poor electorate of their sacred right of franchise.[35]

There are two types of booth-capturing at the time of polls, i.e. silent and violent ; both are the products of criminality in politics. In a silent booth capturing, detection of which and effective remedial action against which are not easy, the voters are given threats of dire consequences. They either forego their right to vote or their votes are impersonated on a large scale by thrusting bunch of ballot papers into the boxes kept at the polling stations. The very presence of strong handed musclemen at polling stations to oversee the operation according to their leaders' choice makes it possible either to coerce the voters to vote in a particular way or enable their ballot papers freely handled by their own musclemen making thus mockery of the democratic system and its practices.[36]

On the other hand, violent booth-capturing takes the form of snatching and running away with polled ballot boxes, open destruction of ballot paper and other records. They are again the crude handwork of goons and goondas. In both these types of incidents police is always ''hand-in-glove'' with the criminal elements who are active as musclemen on behalf of their masters – the politicians. Thus, the criminalization of politics has become a headache for the Indian democracy. In view of this, the people have lost faith in the electoral process, have stopped going to polling booths. The ballot has lost out to the bullet. Thus, you can imagine what will be the fate of the nation, if power is given to undeserving criminals.[37]

Side by side, corruption poses a big challenge before our democracy. The root of corruption lie in the election expenses of the candidate. As the candidates generally do not have so much money to spend on election, the funds usually come on the basis of *quid pro quo* from the business world or the underworld which have already discussed.[38] The political parties and even the independent candidates are basically aggressive to purchase votes through the astronomical expenditure during election period with the help of the criminals or the so called goondas. In the polling booth a politician's link and nexus with them provide a suitable atmosphere to political criminalization. In this connexion, it seems to the political critics that there are so many voters in this country who do not know why they ought to vote. This is why, most of the voters are easily manipulated and purchased. Most of them are individually timid and collectively coward. As a result, the political parties are fruitful to gain their support. So, the political parties are also prompt to develop their vote bank with offering money to the voters as they are not conscientious about the election. Side by side, since long past we have already been observing the criminals who are very intimate of the political parties and these criminals who are also able to avail the cabinet posts with the help of political parties assist especially to collect the crucial votes with muscle power and money power. Elections are won and lost on swings of one per cent of the vote, so the political parties influence forcefully vote bank in their favour in the leadership of the accused robbers and murderers. This clearly shows the rot with which the Indian polity is infected.[39]

In recent times the face of political criminalization is affecting the development process of our country. Now-a-days, it is well-known that criminal-turned-politicians are de-facto distributor of all types of contracts viz.

I. Concerning supply of food items under Public Distribution System, which have emerged as one of the biggest source of black money for contractors and involved politician.
II. Contract originating from PWD and other sectors of development, in which invariably only mafias and criminal-turned-politicians get the entire share.

A definite percentage of entire contract reaches to mafias before any one wants to start the developmental works and he is not of any criminal background. Surprisingly, sometimes works are shown to be completed on papers in collision with corrupt bureaucrats and engineers, which ultimately harms the interest of common people. After paying hefty amount of commission at different stages of clearance of work, contractor tries to save maximum out of what is left for public works, which ultimately result in very poor quality of work. All this happens due to criminalization and corruption coupled with criminal-politician-bureaucrats unholy nexus. Also political patronage of criminals and mafias create law and order problem resulting in increase spate of crimes like kidnapping, rape, chain snatching, murder and docoity etc. which prevents multinational corporations and big business groups to invest in different fields and helping in development of the state and country, which ultimately goes against the philosophy of growth and development. [40]

Section – V

Preventive Measures

Supreme Court's Judgment :

To curb the criminalization of politics the Supreme Court of India has issued a few directives are as follows :

i) The Supreme Court (SC) issued a directive to the Election Commission in 2002 to the effect that rules must be framed to get candidates seeking election to parliament or a state legislature to file affidavits on any criminal activity, so that ‘‘the little man may think over before making his choice of electing lawbreakers as law maker.’’ [41]

ii) On may 2, 2002 the SC of India gave a historic rulling following a Public Interest litigation (PIL) by an NGO. It ruled that every candidate, contesting an election to Parliament, State legislature or Municipal Corporation have to furnish certain necessary information to the Election Commission

iii) before filing their nomination papers. Details of wealth and property, liabilities, amount of public debt, educational qualification apart a candidate was supposed to disclose whether any criminal records was pending against his name.[42]

iv) According to Supreme Court's judgment on 13th March 2013, the voters have the fundamental right to know in advance, all the details about the life of the candidates and that voters right to know antecedents including criminal past of his candidate contesting election for MP or MLA is much more fundamental and basic for survival of democracy. This is essential to bring transparency to the electoral process and to dissociate itself from the use of muscle and money power. [43]

v) On July 10, 2013 the SC had held that charge-sheeted Members of Parliament and Legislative Assemblies, on conviction for the offence, will be immediately disqualified from holding membership of the House without being given three months time for appeal, as was the case before. [44]

vi) The SC judgement on July 11, 2013 which states that persons in lawful custody – whether convicted in a criminal case or otherwise can not contest election.[45]

vii) The SC on 13th September, 2013 came up with a new set up electoral reforms which will go a long way in curbing criminalization of politics. According to the SC judgement coming from a bench of Chief Justice P. Sathasivam and Justices Ranjana P. Desai and Ranjana Gogoi, no one can cantest elections without making a full and honest disclosure about his / her assets and educational and criminal antecedents. It directly implies that columns in the affidavit filed with maintain papers demanding the information related to assets, educational and criminal antecedents cannot be left blank.

Following this, the court authorized Returning Officers (ROs) to demand relevant details and reject nomination papers if the details are not furnished despite reminders.[46]

Directives of Election Commission

The Election Commission (EC) of India has taken noticeable measures to prevent criminalization of Indian politics are as follows:

i) The EC of India declared on 28th August, 1997 that the disqualification for contesting elections to Parliament and State Legislatures on conviction for offences under the section 8 of the Representation of the People Act, 1951 would take effect from the date of conviction by the trial court, irrespective of whether the convicted person stood released on bail during the pendency of his appeal for revision.[47]

ii) A positive recommendation was made by the Election Commission in 1998 that if a person is proved guilty of a crime and convicted of imprisonment for five or more years his candidature should be cancelled. Commission is also of the opinion that such people against whose name charges have been framed in a court of law for being involved in serious criminal activity, should not be permitted to contest elections during the pendency of their trial.[48]

iii) The EC has issued order requiring all candidates to give details of criminal cases in which they have either been convicted in the past or are facing trial where the courts have taken cognizance or

iv) framed charges. This information is to be furnished by each candidate in a prescribed format supported by an affidavit at the time of filing his nomination as a candidate. The commission also made it clear to all Returning Officers that they would be justified in rejecting the nomination papers of those candidates who fail to furnish such declaration and affidavit. The information so furnished by the candidates is widely disseminated through all media of mass communication and election watch groups and is even put on the Commission's website. [49]

v) The candidate was supposed to inform about any alleged criminal activity within six months prior to his filing of nomination paper in connection with any old case and whether the court had accepted the case for hearing. The amount of property of the candidate and his dependents, outstanding public debt to the government or to any financial institution of the government and educational qualification of the candidate were the other information required from the candidate.[50]

vi) Continuing its efforts to keep the criminal elements out of electoral contests within the framework of the given law, the commission has issued an order in the month of August, 2005 that the names of persons against whom non-bailable warrants issued by the courts had remained un-served on them for six months or more may be removed from the electoral rolls on the presumption that they had ceased to be ordinarily resident at the address given in the electoral rolls. As this would have meant that such persons could not contest elections and vote (registration as an elector in the electoral roll being one of the primary qualifications for candidate and voting), many such absconding accused surrendered before the courts.[51]

Right to Information Act

According to Supreme Court of India, 'the right to get information in democracy is recognized all throughout and it is natural right flowing from the concept of democracy and that Voters right to know antecedents including criminal past of his candidate contesting election for MP or MLA'. In this regard, the Right to Information Act 2005 is a historical Act that makes Government officials, politicians, ministers liable for punishment if they fail to respond to people within a stipulated timeframe. Today, many politicians are leading luxurious lifestyles, beyond the legal sources of their income. Many representatives and public servants are filling false affidavits about their annual income, wealth details to Election Commission of India and Vigilance Commission, as the case may be. These authorities are not properly verifying these affidavits. Therefore, many scams and scandals are coming to light day in and day out, politicians are accusing each other of involvement in scams. Right to information as such will bring transparency of the politicians, representatives, ministers and government activities and allow the people to find remedies for those things by which they suffered. Undoubtedly, the statutory RTI has been one of the most significant reforms in public administration. It provides a strong national framework within which public awareness programmes could take place. [52]

SECTION – VI

Major Hindrances to Curb the criminalization of politics

The different measure which is accepted to prevent the criminalization of politics has not been removed completely from the Indian political system till today. In this context, a few factors that has played a helping role has created an obstacle on the solution of the said problem are as follows :

Firstly, today, the Election Commission (EC) is helpless in curbing political criminalization, it is because of the indifferent attitude of the Indian political parties. When the parties adopted an unanimous resolution in the Lok Sabha, it was thought that they were committed to curbing criminalization of politics. Side by side, the EC repeatedly made appeals to the good sense of the political parties to set up good candidates with clean public image and record. But unfortunately, in most of the cases, such appeals went unheeded and persons notorious for their misdeeds were set up as candidates by several parties, even recognized National and Regional parties. [53]

Secondly, it can undoubtedly be said that the scarcity of political will of the political parties and the people's representatives has made an obstacle in the solution of this burning problem. In this regard, Indian Parliament has also been failed to play an effective role.[54]

Thirdly, the corruption is being upgraded, day by day, in the electoral process of India. The tendency of excessive money expense in the election propaganda and the decisive erosion of moral value of the political leaders are its root cause. Moreover, there is no proper system of the observation on the limitless expense of money-offer of the political parties in many cases, though the EC has fixed the highest limitation of money expense. As a result, the criminalization of politics and corruption are being increased in the electoral politics.[55]

Fourthly, one of the major hurdles of political criminalization is that the Criminal Justice System of the country appears to be crumbling. At present, the existing Criminal Justice System has not been reformed. It's four pillar – police, prosecution, judiciary and jails – are in bad shape. This is why, this system has utterly been broken down to eradicate the functionaries of the mafias or anti-socials.[56]

Fifthly, the judiciary of country is clogged with arrears. Because of hanging so many cases in the Supreme Court, High Courts or subordinate courts for a long time the criminals are not always punished in time. As a result, the hanging cases against candidate who wins the election is naturally not proved. Even in the next time the winning candidate is able to influence those cases in his own favour with the help of his ministry-power.[57]

Sixthly, the government of India had appointed a National Police Commission in 1977 as it felt that far reaching changes have taken place in the country since independence. Unfortunately, there has been no comprehensive review at the national level of the police system after independence despite radical changes in the political, social and economic situation in the country. Infact, the political leadership is just not prepared to give any functional autonomy to the police because it finds this wing of the administration a convenient tool to further its partisan objectives.[58]

SECTION – VII

Is there a Way out ?

It is well-recognized that criminalization of our polity assumed alarming proportions. Side by side, this is admitted that though the instructions of the EC is reasonable and commendable, it is easily guessed that those instructions are not implemented for the influence of those politicians who have money power and man power in the society. Because it is the frightening matter how the instructions of the Commission and SC will be effective in the country where 23.2% MPs are not only accused of various accusation of corruption but many offensive charges are also against them.[59] So, what is the way and procedure of escape from the criminalization of politics ?

Firstly, so many people have agreed in this regard that until civil society, the sleepless guard of the Indian democracy, is known about the demerits of the entry of the criminals into the Indian political institutions, it is quite impossible to succeed in this matter at all. In this very moment it is too much necessary that the civil society should creat a pressure on all the political parties of the country so that they are compelled to cease the permission letter (ticket) of those persons who are enthusiastic in the competition of the election as they are deeply interlinked with the criminal world. Side by side, it is very needful that the campaigning programme like the demand 'No Criminals in Politics' should not only be started all over the country but the civil society will also establish the public opinion against this problem. In this regard, civil society and voluntary groups can spread awareness on mass level so that people can choose educated, sincere, dedicated, transparent and deserving candidates as their political representatives. Moreover, most of the people of the country should be aware of the said problem after accepting a special effort through Audio-Visual, Print, Internet, Mobile etc.[60]

Secondly, an institutional infrastructure will be established into the country in such a way that it will be possible to keep watch on the corrupted politician or the powerful man. In this regard, the Right to Information Act can help especially. In spite of it, the powerful Select Committee of the Lok Sabha and State Assemblies will also act as the observer on the ministers, MPs and MLAs.[61]

Thirdly, there is no possibility to escape from this fatal problem if the Indian politicians are self-interested in their own moral rectification. This rectification will be possible when the politicians will be inspired in the humanism, moral value and well-realization will be awakened in their heart.

Side by side, all political parties instead of blaming each other should evolve a 'code of ethics' among themselves by consensus.[62]

Fourthly, so far as blocking the entry of criminals into political process is concerned, on 19th February, 2009 in a conference organized by the Public Interest Foundation (PIF) Dr. Bimal Jalan, one of the country's leading economists and former Governor of Reserve Bank of India, as the Chairman of the PIF, suggested a novel way, which is specially mentioned in this context :

> ''It is difficult to determine who is a criminal and who is not and many a times the cases filed against the people fighting elections could be politically motivated, it is difficult to bar anyone from fighting elections could be politically motivated, it is difficult to bar anyone fron fighting elections. Instead, a rule should be made that all the cases against the elected representatives be heard on a daily basis and the final judgement should be delivered within a period of three months. And till the time the courts clear them of the charges, they should not be given oath and denied the privileges accorded to an elected members.''[63]

Fifthly, no political interference, at any cost, is allowed in dealing with the criminals.

Sixthly, steps should also be taken to ensure transparency in the funds of political parties, if it requires framing new laws then government should not hesitate in going ahead.

Seventhly the code of conduct, rights, duties and privileges of political parties needs to be revisited, redefined and reformed to ensure their working on the right track. The guiding principle in any decision making should be public interest and not at all party's interest or party leaders personal vested interest. National interest should override all personal interests. This supreme guideline needs to be applied to all public decisions at all levels. This alone can remove or clean much of the existing malice in the system.

Eighthly, the responsive media should reincarnate itself and realize its role as a pillar of democracy and come forward to up hold it. Media also need to share their part of responsibility to educate voters. Because, media has deep reach in to villages. As a result, definitely moment will come when tainted candidate will think twice before filling nomination for election. We need to show them power on voter.

Ninthly, steps should be taken to enlighten the youth. They should be made to realise the importance of democratic infrastructure and those good and committed should be encouraged to join politics if they want to save their country from going to hell.[64]

Lastly, recently in India, many well-thinkers have brought out their opinion on behalf of introducing a well-thought curriculum of the politics from the Primary School level to the University level all over the country to remedy political criminalization so that every citizen can be able to gain the political awareness from the childhood days. With this curriculum mother-tongue, Hindi, English, Geography, History, Sanskrit, Value Education etc. alongside the Indian Constitution and civil and criminal law will be included. In this connexion, the said curriculum will contain the practice of the moral qualities like truth, sacrifice, humanism, ethics, moral value, modesty, idealism etc. Those who will pass the Madhyamik level with these subjects can be able to take part in the election of the panchayat level and those who will get the promotion in the Graduation or in the Post Graduation after passing the H.S. level with the political curriculum can enable to compete in the post of M.P and MLA. Side by side, like the IAS or the WBCS officers, the elected members should be sent to the State Legislatures, Lok Sabha or the Rajyasabha through the statutory training. And, at last, the MLAs or the MPs who have left the mark with credit in the political curriculum should be permitted in the ministry post.[65]

Section – VIII
Concluding Remarks

From the foregoing analysis it can be said that today no society is free from criminal elements. It is wrong to think of a society full of moral and honest people. So, the problem of criminalization of politics in India is not an isolated problem. It has to do with the overall trend of Indian society where erosion of values, lack of principle, ideology and sheer opportunism has become the order of the day.

Today, India suffers from a combined process of politicization of crime and criminalization of politics. Combined with other factors like politicization of the police, it certainly poses a real threat to democracy. Now-a-days, politicians make use of the service of the anti-social elements.[66] Therefore, it seems that politics has become synonymous with crime. The criminalization of the political process and the unholy nexus between politicians, civil servants, ministers and criminals are having a baneful influence on public policy formation and governance. It is an extremely serious problem, which has already reached dangerous levels. The worst part of picture is that ‘‘criminal record’’ becomes an essential qualification for entry into politics. In India today, politics is not a social service anymore, instead it emerged as a lucrative profession or business. Today, it is used to believe that crime is the shortest access to legislature and parliament of India. Further success rate of criminals into electoral process is alluring the young blood of country as a source of negative inspiration for them. It is now believed that the safest heaven for criminals is politics and political parties have gone overboard in associating criminals with them more because of their muscle and money power, which is supposed to ensure victory in polls. Thus, the presence of MPs or MLAs with a criminal background in parliament and legislative assemblies directly affects the democratic structure. These circumstances have led some observers to conclude that India has entered into a growing crisis of governability.[67]

Indeed, the prevailing trend is spreading like cancer. It is nullifying all the constitutional safeguards of democracy i.e. spoiling bureaucracy by making it partial ; it thwarts press ; and even threatens judiciary ; and thus is destroying the foundation of democracy. This evil of political criminalization calls for special attention of the citizens and government because the subject revolves around the vested interest of politicians of all hues ; as such the people can never hope that the politicians would take any initiative to rectify this evil. So, the people should wake up at once and force the political parties to mend their ways.[68]

Side by side, it is true that public is not a mate spectator to this phenomenon nor is the media and the judiciary. The process of judicial accountability has succeeded in sending several legislators, ministers and political leaders to jail. But new methods have also been devised to fiddle away with the processes of law.[69] Hence, unless the widening gap between political culture and the culture of pure politics (power) be reduced and politicians give up ‘‘self-indulgent acquisitive culture’’, no amount of legislation can be an effective check on the onward march of evil forces.[70] So, it can be said that the changing of political culture without changing the attitude of the people is not possible at all. It is not only the politicians who are responsible for this ; it is also the people who are absolutely responsible for this. And, therefore, it is we, who are suffering. We are not learning from the past. In India the majority of the people who votes for the election do not ought to know why and who are they voting and winning the stake of such voters is very easy, the politicians bribe and morning the stake of such voters is very easy, the politicians bribe these kind of people to increase their vote bank. Also the majority of the educated people do not vote, rather than selecting a better politician for the future of nation. The people wishes to stay at the home and enjoy the holiday, as a result our nation suffers. So, its totally the voters who have encourage the criminalization of politics. Voters should not select the person to make him rich, they should select the person who can make the nation enrich.[71]

However, in order to prevent criminal’s entry and politician’s tendency to adopt criminal means to fulfil their political ambitions it is not enough to formulate laws or to issue orders. Until and unless political parties become cautious while giving nominations to candidates and voters become more sensitive while giving nominations to candidate and voters become more sensitive while casting their votes, this tendency can not be reversed. If the voters consciously and continuously reject candidates with criminal backgrounds then the political partics will be forced to field candidates with better images.[72] As a responsible citizen of the country, today it is our duty to choose a responsible person and refrain for voting a criminal. In this regard, the newly introduced NOTA (none of the above) option in the EVMs has helped the voters to cast a neutral vote by not choosing any of the candidates with a criminal background.

On the other hand, today, the uprising of Aam Aadmi Party (AAP) has transmitted strong signals of the changing public mood and the penetrating impact thereof to all political parties across the board all over India. This has made a strong compulsion for each political party to select only clean and competent candidates of their party for the next polls. No one would afford to pick and push the wrong type of candidates except at the peril of their own party.

The above wave of change in itself is an encouraging signal of democratic development and is resulting in shinning of democratic values. Such changes would initiate all round strengthening of the world's biggest democracy.

Side by side, the essential changes can be ensured by a change in the governance of the nation. The real work is to implement all types of much needed reforms. Reforms must first start with reforming the party system, electoral system and laws. Administrative reforms, police reforms, educational reforms and judicial reforms – all are long overdue ! All such reforms at every level throughout the country are ardently required. Thus, the entire democracy has to be overhauled, rebuilt by brick and mortar. Come, all we Indians work in hand to hand to fulfil all these dreams.

Last, but not least, we can conclude with the saying that in a democratic set up like India, we have to follow Buddha, Vivekananda, Gandhi and others to be away of criminalization of politics, because politics without morality and ethics is dangerous. No law, no judiciary can do this. It has already proved that there are many restrictions in People's Representations Act, many amendments, orders and historic judgments, but everything is meaningless. So, today we have to accept a philosophy of Lao Tse in mind that ''to the good I would be good, to the evil I would also be good in order to make them good.''[73]

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SAMKHYA PHILOSOPHY AS PRESENTED IN THE BHAGAVATA AND MAHABHARATA

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Abstract

The Samkhya Philosophy is propound by RsiKapila in his book Svetasvataropanisad, where asIsvarakrsna is also describe the Samkhya Philosophy in his renowned work Samkhyakarika with difference in many points of view which are describe in Bhagavata and Mahabharata.The present article will try to establish that MaharsiKapila has been presented as an adherent of SesvaraSamkhya and Bhaktiytoga and the root of such philosophy may be derived to some extant from the Svetasvatarpanisad and SrimadBhagavadgita.In many aspects the Sankhya philosophy differs from the philosophy of Sankhyakarika than the Mahabharata. The present paper will make an attempt to point out some of those differences and make an assessment of the Sankhya philosophy as it is presented in the Mahabharata.

The Samkhya Philosophy as describe by Isvarakrsna in his renowned work Samkhyakarika. RsiKapila was the profounder of the Samkhya Philosophy.RsiKapila has been mentioned about Samkhya Philosophy in the Svetasvataropanisad but from that book we cannot know who BhagavanVisnu’s father was or who his mother was. There is a great difference on many points between the Samkhya Philosophy as revealin the Bhagavata and Mahabharata.According to the Bhagavata, MaharsiKapila gave an account of the Samkhya. In the BhagavataMaharsiKapila has been regarded as the fifth incarnation of BhagavanVisnu.According to the Yogasutrabhasya and the Samkhya-KarikaParamarsiKapila advised to his pupil Asuri about the Philosophy of Samkhya. The present article will throw some light on the Samkhya Philosophy as present in the Bhagavataand Mahabharata.

It is said in the Samkhyakarika “Etatpavitramagryam Munirasuraye – nukampayapradudau / Asurirapipancasikhayatenac bagudhakrtamtantram ’’. Here the wordTattvasamkhyata is very significant. Samkhyata may be taken in a technical sense, because the meaning of the word Samkhya is “enumeration” or “calculation”. It is probable that RsiKapilaenumerated the tattvas for the first time in a very remote ancient period. It is also true that the word Samkhya may mean “right knowledge”.According to the Bhwagavata(and some other similar puranas) ‘Devohuti’ was the name of BhagavanVisnu’s mother and his father was ‘Kardama’. It is described in the Bhagavataas “Tasyambahutithe kale BhagavanMadhusudanahKarddamamVirymapamojajneDaruni”. It is clearly descibed in the Bhagavata that kapilastattvasamkyata. It is a well known fact that Isvarakrsna is quite silent about Isvara in his SamkhyaKarika. According to VacaspatiMisra in his commentary on Samkhyakarika clearly refuted the existence of god (Isvare). Paatanjaladarsana is called Sesvara Samkhya to indicate that it is different from the traditional NirisvaraSamkhya.MaharsiKapiladescribes the Samkhya Philosophy in the Bhagavata about the mother Davahuti as – TattvamnayamyatpravadantiSamkhyam. ProvacavaiBhaktivitanayogam (3/25/31).

The present article will try to establish that MaharsiKapila has been presented as an adherent of SesvaraSamkhya and Bhaktiytoga and the root of such philosophy may be derived to some extant from the Svetasvatarpanisad and SrimadBhagavadgita.Through the Sankhya Philosophy is regarded by many scholars as the oldest specimen of Indian philosophical through to the early from of this system is a matter of mere conjecture. Because many works on this philosophy by ancient authors like Pancasikha, Barsaganya, Vindhyavasietc are not available now. Vijnanabhiksu, the famous commentator of Sankhyasutra’s, has rightly observed that “SankhyaSastramKalarkabhaksitam”. But it is true that there are evidences to prove that this philosophy is pre – Buddhistic. The word Kapilavastu, the name of lord Buddha’s dwellings place may be taken as an indicator of the fact the followers of sage Kapila were inhabitants of that place and hence Kapila flourished before Buddha came. Buddhist tradition also regards the Sankhya system as older than Buddha. Sankhya is referred to in the Buddhist Pali canon. Buddhist legends also mention as one of the predecessors of the Buddha. Hence we see in the Buddhacarita, the great poet Asvaghosa described beautifully an interview of Lord Buddha with the sage Aradakalama where he has been presented as a Sankhya-teacher. The Philosophical doctrines as accepted by Sankhya are also referred to in Brahmajalasuttanta (Dighanikaya-1.30.34). Where it is said that – "There are some recluses and Brahmans who r eternalists…………eternal is the soul and the world, giving birth to nothing new,…. and living creatures, though they pass from birth to birth, fall from one state of existence and spring up in another, yet they exist forever and ever. (Translated by Rhys Davids. Sacred Books of the Buddhists Vol.11. Oxford, 1899. Pp-27-29). This clearly refers to Sankhya theory of eternal soul and Satkaryavada. Prof. Heicrieh Zimmer preceded a step further. He likes to investigate the root of Sankhya philosophy even in the pre Vedic age and he says that " In the form of Sankhya and Yoga the pre-Aryan, dualistic realistic philosophy and cosmology of the life - monads versus the life matter of the universe became acceptable, eventually, to Brahman orthodoxy." (Vide – philosophies of India, page-314). It is also true that the name of Kapila has been mentioned in the Svetasvataropanisadalso.The word Sankhyayoga is also seen in this Upanisad.However, this philosophy is oldest. The yearly form of this philosophyis not very clear, because the works of many ancient authors are not available now. Even some scholars are of the opinion that the sutras which are presently available are not very ancient. For this reason many comments of other philosophies, in course of their refuting Sankhya philosophy quoted lines from the Sankhyakarika, but not from the Sutras. (For example we can think of Sankarabhasya of Brahmasutra). Perhaps Sankhyakarika of Isvarakrsna is the oldest book on Sankhyaamongst the Sankhya books available up to now. Sankhyakarika was written approximately in some time after or before the beginning of christain era. But the question is that before the written document ofSankhyakarika,what was the exact form of early Sankhya? The answer to this is a matter of conjecture and the basis of different evidences about Sankhya doctrines scattered in different kinds of ancient scriptures.

In many aspects the Sankhya philosophy isdiffers from the philosophy of Sankhyakarika than the Mahabharata. The present paper will make an attempt to point out some of those differences and make an assessment of the Sankhya philosophy as it is presented in the Mahabharata.Many sages are mentioned in the Mahabharata that the Santiparvanwas the teachers of Sankhya. Some of them are as follows – Jaigisavya, Asita, Devala, Parasara, Yajnavalkya, Bhrgu, Pancasikha, Kapila, Sukadeva, Goutama, Arstisena, Garga, AsuriPulastya, Sanatkumara, SukraKasyapa, Janaka, Rudra and Visvarupa etc.Among them Kapila, Asuri and Pancasikhahave been mentioned in the Sankhyakarika as follows –" etatpavitramagryammunirasuraye"- nukampayapradadau, Asurirapi Pancasikhayatenacabahudhakrtamtantram" Sankhyakarika 70. The name of Jaigisavya has been mentioned as a great Yogi in the Yogasutrabhasya (111.18). It is interesting to note that sage Yajnavalkya and king Janaka also have been mentioned here as the followers of Sankhya Philosophy. The King janaka said in the Santiparvan as- "Bhiksohpancasikhasyahamsisyahparamasammatah". Here Janaka, the king of Mithila declared that he is a disciple of the BhiksuPancasikha. But this information about king Janaka is not available in the Upanisad. So this may be an addition of later age.

In the SantiparvanBhisma acknowledged the Sankhya as the source of all valuable knowledge. He said – jnanammahadyaddhimahatsurajan, Vedesu, Sankhyesutathaivayoge. Yaccapidrstamvividhampurane, Sankhyagatamtannikhilamnarendra. It means o king! All kinds of great knowledge whichis expressed in the Veda, in Sankhya and Yoga and in various puranas, have come from the Sankhya. It is also said there that the Sankhya and Yoga are sanatana or eternal. 'SankhyancaYogancaSanatane Dev.' (Santiparvan 349/73, No Sloka).Another interesting point is the Great sage Yajnavalkya has been presented here as propound of Sankhya. It is said there SankhyajnanamtvayabrahmannavaptamKrtsnamevaca, TathaivaYogasastrancaYajnavalkyavisesatah. According to the Mahabharata Yajnavalkya perhaps has been presented as wisest one. Four Persons bearing the name Janaka have seen stated here as strongly desirous of earning knowledge. They are as follows. (1) Dharmadhvajajanaka (2) Karalajanaka (3) Vasumanajanaka and (4) Daivaratijanaka. Their teachers were respectively – Pancasikha, Vasistha, Bhrguvamsiya and Yajnavalkya.

It should be kept in mind in this connection that many philosophical discussion are scattered in different parvas(Anugit, Asvamedhaparva, SrimadBhagavadgita etc.) of the Mahabharata. But according to our convenience in presentationat first we will take the Santiparva into consideration. In the Santiparva of the Mahabharata the tattvas are described in the following way (i) Avyakta (ii) Mahat (iii) Ahankara (iv) Prthivi (v) Vayu, (vi) Akasa, (vii) Apah and (viii) Jyotih, theseeight padarthsare designated as prakrti.But in Sankhayakarika they are explained otherwise. It is said there

MulaprakrtiravikrtirmahadadyahPrakrtivikrtayahSapta. So here is a difference between the Sankhyakarika and the Santiparva of the Mahabharata as far as the judgment for Prakrtitva or Vikrtattva is our concern. According to the Sankhya Philosophy as revealed in the Santiparva – Mahattattva arises from Avyakta. From MahattattvaAhankara arises. From Ahankara Mind arises which is endowed with the qualities of Bhuta and from this Mind arise five Bhoutika elements, from these five Bhoutika elements five Tanmatras arise. This is also different from the Prakriya as shown in the Sankhyakarika because these five tanmatra and eleven Indriyas are originated from Ahankara.Most striking difference of the Sankhya of Santiparva from the Sankhyakarika is the fact that the author of Santiparvaaccepts a 26th tattva which can be compared with gopd.Santiparva says –

"YadasaKevalibhutahSadvimsamanupasyati ,
Tada SaSarvavidvidvannapunarjanmavindati".

But Sankhyakarika did not accept Isvara. In this respect Mahabharata is more similar to Yoga, but with a difference also. When jiva realizes the nature of Sadvimsatattva he becomes that. So according to Vasistha as presented in the SantiparvaMuktican't take place from the knowledge of Pancavimsatiatattva only, whereasMukti is Sadvimsatattvatvaprapti. This concept of Mukti as accepted by Vasistha here is quite different from that of the Sankhyakarika. As per Vasistha ,Mukti is describe as

"SadvimsohamitiprajnagrhyamanoJaramarah,
Kevalenavalenaivasamatamyatyasamsayam".

In conclusion we can say that in course of the development of Sankhyadoctrina as depicted in the Mahabharata there is a trend of its identification with the UpanisadicBrahmavidya also, for the great sage Yajnavalkya who is famous in the Upanisadas a Brahmavid has been presented here as a propounder ofSankhya philosophy. There are many difference of the Sankhya philosophy as presented in the Mahabharata from the Sankhyakarika. The present article show the few points here with the hope of investigating more in this field.

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LEARNING NEEDS OF SPECIAL CHILDREN

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Abstract

Education of exceptional children is a challenging field. The term "Exceptional Children" refers to children whose needs are very different from those of the majority of children in society. These children deviate from average children to the extent they cannot receive classroom instruction in regular schools. This was the belief prevalent for several years. Many children are hard of hearing but every such child is not exceptional unless the loss is such as to impair communication skills. Within a particular group of exceptional children, there are also variations. There are different degrees of hearing loss. Hence, it is appropriate to define exceptional children as those who differ from the average to such a degree in physical and psychological characteristics that the traditional school programme does not allow all round development and progress for them. They need special education or special ancillary services to grow according to their ability. Special education refers to instruction that is specifically designed to meet the needs of exceptional children. It involves designing the physical environment in the classroom (e.g., use of ramps) teaching procedures, teaching content and equipment (hearing aids for the deaf) for a particular type of disability.The government may increase the posts of special teachers and the posts may be regular one. Additional resource materials and innovative equipments, scholarship may provide by government. Training may be given to teachers and special teachers to handle the special children. Awareness campaigns may be conducted to parents to make aware of the special children and their needs. Building facilities, toilet facilities, electricity, play materials and books may be provided to resource rooms for the sack of special children. Resource teachers, teachers and parents take more care and show individual attention to special children. Love, affection and chances should be given to them. All kind of persons working with special children are aware of the limitations of special children also.

Introduction

Education of exceptional children is a challenging field. The term "Exceptional Children" refers to children whose needs are very different from those of the majority of children in society. These children deviate from average children to the extent they cannot receive classroom instruction in regular schools. This was the belief prevalent for several years. Many children are hard of hearing but every such child is not exceptional unless the loss is such as to impair communication skills. Within a particular group of exceptional children, there are also variations. There are different degrees of hearing loss. Hence, it is appropriate to define exceptional children as those who differ from the average to such a degree in physical and psychological characteristics that the traditional school programme does not allow all round development and progress for them. They need special education or special ancillary services to grow according to their ability. Special education refers to instruction that is specifically designed to meet the needs of exceptional children. It involves designing the physical environment in the classroom (e.g., use of ramps) teaching procedures, teaching content and equipment (hearing aids for the deaf) for a particular type of disability.

Need for the Study

The investigator has started her carrier has a primary school teacher, presently working in DIET as a senior lecturer and taking part in the State Level Resource person to implement the in - service programmes in the field level and participated in some module preparation work shop as a module writer for Inclusive Education for the Disabled. So she is highly motivated to take the Research in that area. The investigator felt that it would be real contribution in the field of Education for Identifying and highlighting the real needs of the special children. Hence the investigator wished to take up the problem as, 'NEEDS OF SPECIAL CHILDREN FROM, SPECIAL TEACHERS, TEACHERS OF SPECIAL CHILDREN PARENTS, AND GOVERNMENT".

Objective

The main objective of the study is to find out the expectations of special children for learning.

Methodology

The nature of the study is normative survey.

Population and Sample

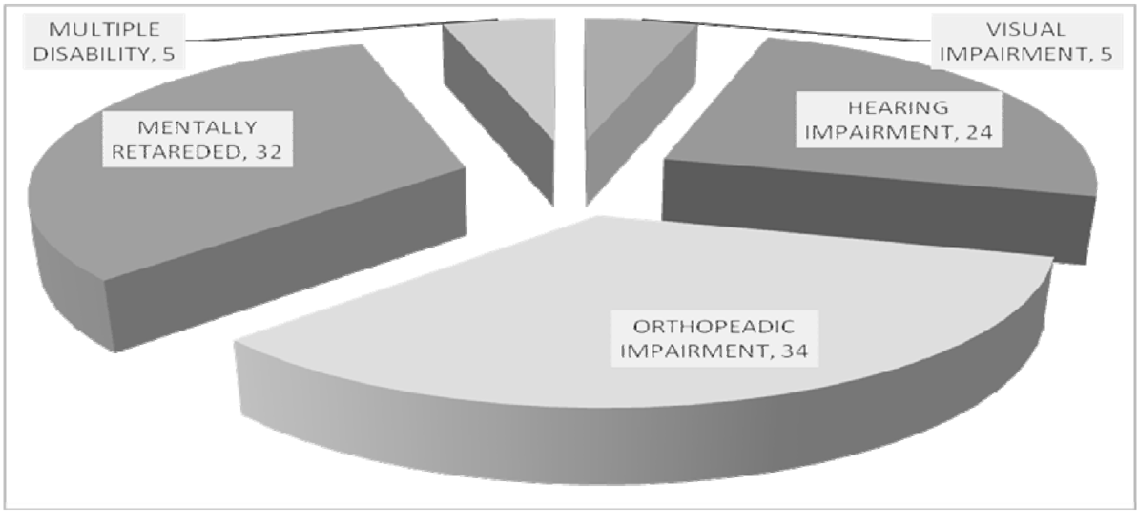
Krishnagiri is one among the 30 Districts of Tamil Nadu. There are 10 blocks in Krishnagiri district. Every block as a Block Resource Centre (BRC), in every BRC two special teachers are there. 14273 children are studying in these schools. Among these 2473children are special children. The special children, were the population of this study. Ten special children per block were selected as the sample for the study. Stratified random sampling technique was followed to select the sample. The sample size is 100. The total sample was divided into sub samples with unequal size on the basis of types of disability.

Sample Based on Student Category

S.No.	Category	No. of Children	%
1.	Visual Impairment	5	5%
2.	Hearing Impairment	24	24%
3.	Orthopeadic Impairment	34	34%
4.	Mentally Retareded	32	32%
5.	Multiple Disability	5	5%
6.	Total	100	100%

Hypothesis

What are the expectations of special children from special teachers, teachers of special children, parents and government ?



Research Tool

In the present study the investigator used interview schedule to collect the Data from the sample. Standardized tool were not available to find the expectations of the special children the investigator herself prepared the tool. Personal data also collected with the help of Bio data formats.

Collection of Data

The interview Schedules for students were read out to them by the investigator and allows them to tell their options. The responses are interview schedule by the investigator. Thus the Data required for the study were collected.

Statistical Techniques Used

Statistical Techniques such as percentage and mean were used to analyze the data.

Limitation

The limitations of the study are given below.

1. Owing to constraint of time and resource the sample covers only in Krishnagiri District.
2. Because of time constraint the sample was restricted as 10 special children per block.

Data Analysis

Table 1. Needs Of Special Children From Resource Room

Sl. No.	Requirments	Number of Responses
1	Additional resource materials	48
2	Electricity	4
3	Spacious Rooms	37
4	More training	7
5	Repairing the materials	2
6	Books	2

The above table 1 shows that the expectations of special children from resource room. They expect additional resource materials, electricity, spacious rooms, more training, repairing the materials and books.

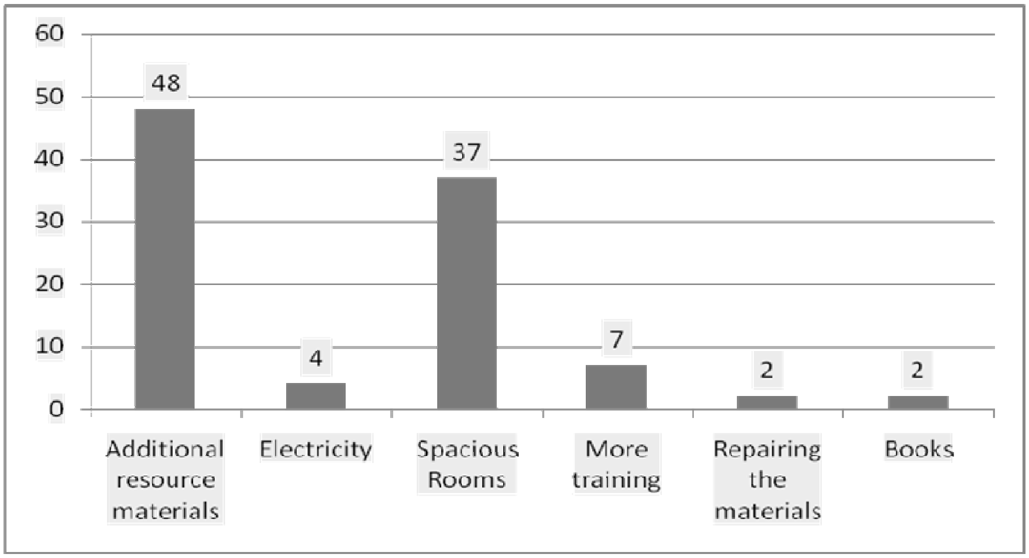


Figure 1

Table 2. Needs of Special Children from Resource Teachers

Sl. No.	Requirements	Number of Responses
1.	Continuous training	37
2.	Love &care	46
3.	School based training	27

The above table 2 shows that the expectations of special children from resource teachers. They expect Continuous training, Love &care and School based training

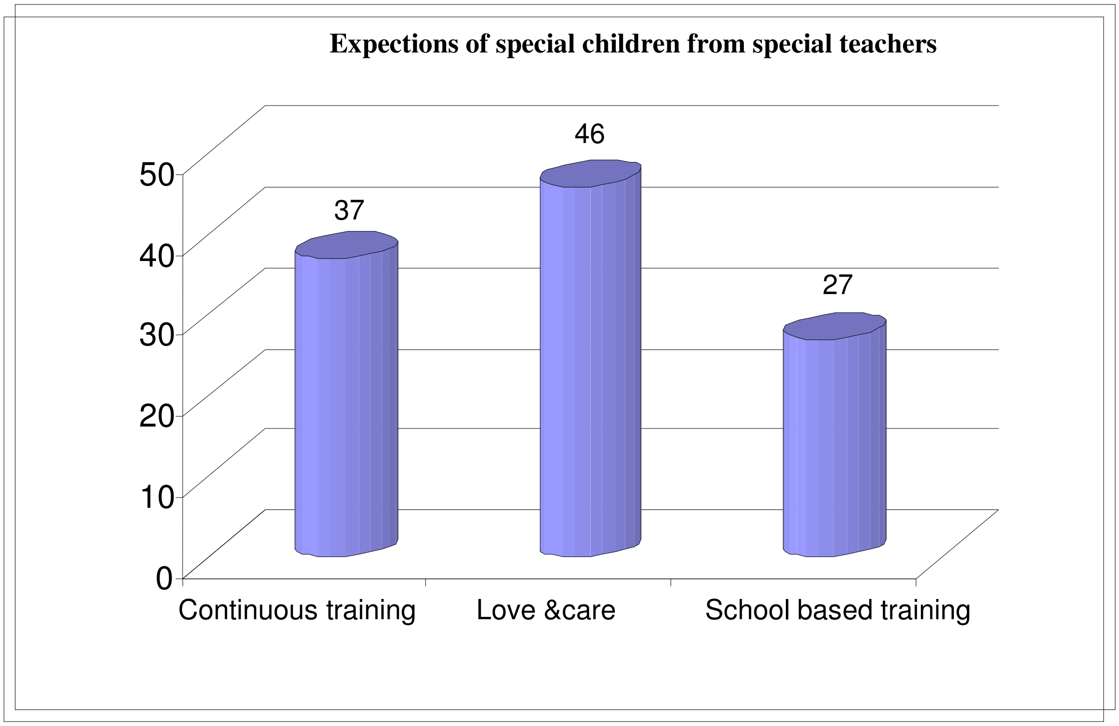


Figure 2

Table 3. Needs Of Special Children From Teachers

Sl. No	Requirments	Number Of Responses
1.	Individual care	28
2.	Kindly approach	20
3.	Co-operation	17
4.	Individual attention	13
5.	Care	5
6.	Prizes	3
7.	Teaching learning materials	6
8.	Allow to mingle with others	3
9.	Joyful teaching	5

The above table 3 shows that the expectations of special children from teachers. They expect Individual care, Kindly approach ,Co-operation, Individual attention, Care, Prizes, Teaching learning materials ,Allow to mingle with others and Joyful teaching.

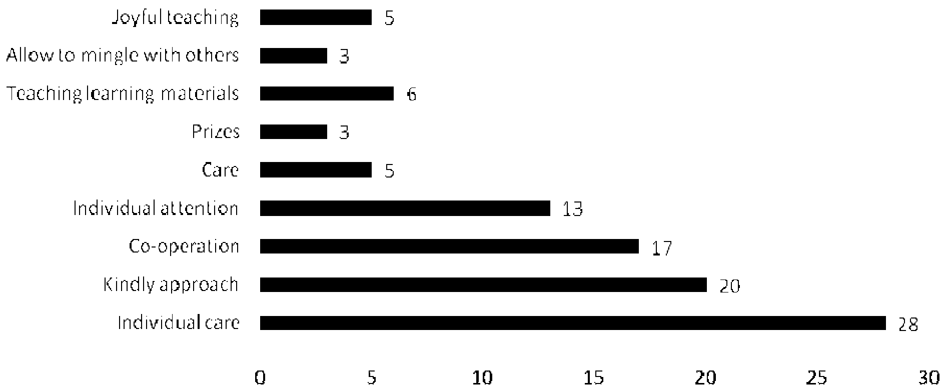


Figure 3

Table 4. Needs Of Special Children From Parents

Sl. No	Requirments	Number of Responses
1.	Love &affection	34
2.	Encouragement	16
3.	Willing in good health	7
4.	Bring resource room regularly	19
5.	Come to school with them	4
6.	Being with them during resource room trainings	2
7.	Control with kindness	3
8.	Understand the disableness	7
9.	Don’t loose their courage	12

The above table 4 shows that the expectations of special children from parents. They expect Love &affection, Encouragement, Willing in good health, Bring resource room regularly, Come to school with them, being with them during resource room trainings, control with kindness, understand the dis-ableness, and don’t lose their courage.

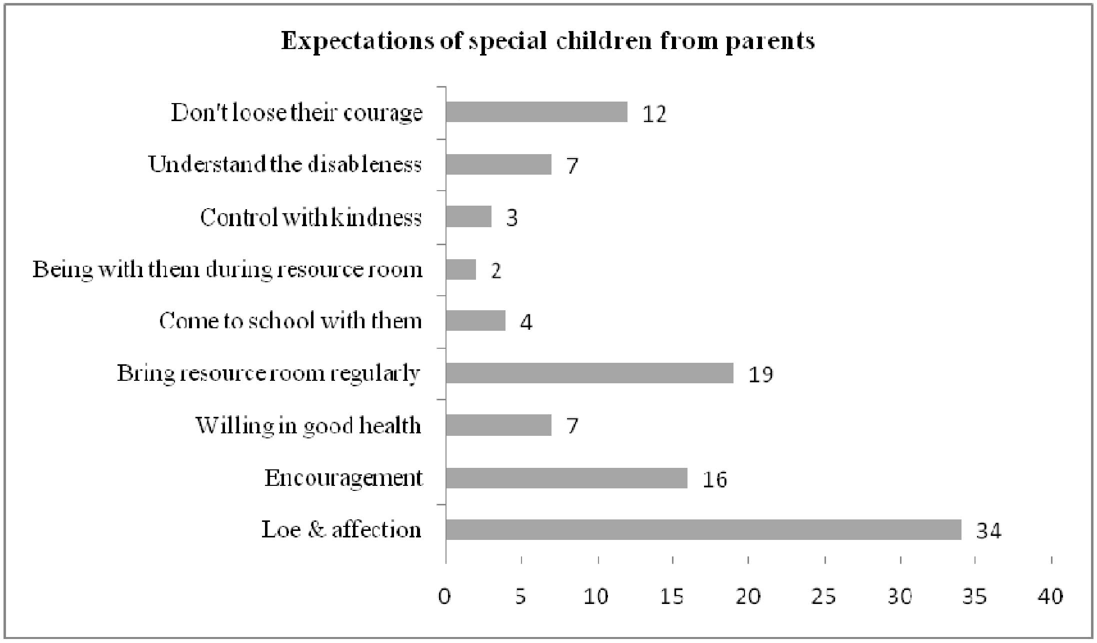


Figure 4

Table 5. Needs of Special Children from Government

Sl. No	Requirments	Number of Responses
1.	Scholarship	32
2.	Permanent the job of special teachers	19
3.	Benefits from government	20
4.	Bus fare	3
5.	Hostel	2
6.	Special schools	5
7.	Additional resource materials	19

The above table 5 shows that the expectations of special children from government. They expect Scholarship, Permanent the job of special teachers, Benefits from government, Bus fare, Hostel, Special schools, and Additional resource materials.

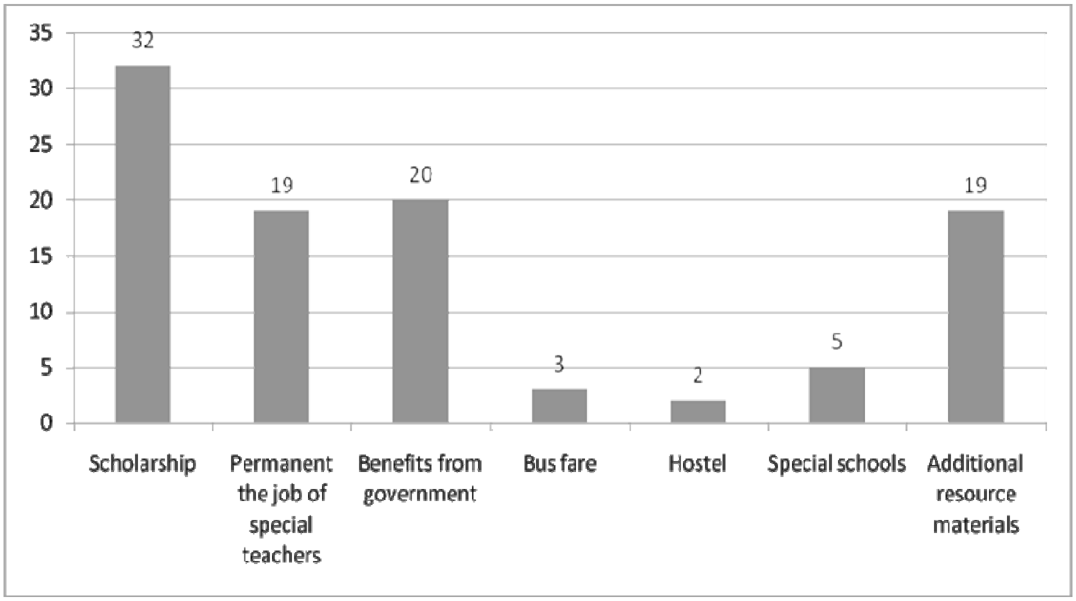


Figure 5

Findings

1. The needs of special children from resource room are additional resource materials, electricity, spacious rooms, more training, repairing the materials and books.
2. The needs of special children from resource teachers are Continuous training, Love &care and School based training.
3. The needs of special children from teachers are Individual care, Kindly approach, Co-operation, Individual attention, Care, Prizes, Teaching learning materials, Allow to mingle with others and Joyful teaching.
4. The needs of special children from parents are Love &affection, Encouragement, Willing in good health, Bring resource room regularly, Come to school with them, being with them during resource room trainings, control with kindness, understand the disableness, and don't loose their courage.
5. The needs of special children from government are Scholarship, Permanent the job of special teachers, Benefits from government, Bus fare, Hostel, Special schools, and Additional resource materials.

Conclusion

The government may increase the posts of special teachers and the posts may be regular one. Additional resource materials and innovative equipments, scholarship may provide by government. Training may be given to teachers and special teachers to handle the special children. Awareness campaigns may be conducted to parents to make aware of the special children and their needs. Building facilities, toilet facilities, electricity, play materials and books may be provided to resource rooms for the sack of special children. Resource teachers, teachers and parents take more care and show individual attention to special children. Love, affection and chances should be given to them. All kind of persons working with special children are aware of the limitations of special children also.

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DEVELOPMENT OF ACHIEVEMENT TEST IN SCIENCE SUBJECT FOR OF CLASS-VIII STUDENTS

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Abstract

Science is a human Endeavour. Within 150 years, science education has influenced human society to a large extent and still bringing changes. Science is growing rapidly through research and all the research findings are serving as base of technology. Achievement is a relative quality which depends on various factors such as merit, atmosphere of studies and living environment growing of a person, standard of schools, teachers and economic status of families etc. In this paper we study the academic performance of science subject in class-VIII of Papumpare district in Arunachal Pradesh.

Key Words : Science, Achievement and Academic performance.

Introduction

Every citizen of the present modern world sees the countless manifestations of science all around him. There is no aspect of man's life today which has not been influenced by science one way or the other. This is because we live in an age of scientific culture. Science has shrunk the world and totally changed the human outlook. Infact, science now has all-pervading influence on every sphere of human activity. Further, modern science is no longer confined to the surface of this globe, its sphere of achievements reached beyond the earth.

There has been, in recent times, rapid addition of knowledge to the world of science. Great achievements of science and technology and the use of these scientific achievements in promoting the well-being of mankind though their application in the field of Industry, Communication, Transport, Engineering, Agriculture and Medicine have made science more important than ever before. Science has, infact, radically transformed the material environment of the citizens of modern world; and, of course, it has its significant role in promoting culture and spiritualism either directly or indirectly.

Teaching of everyday science for everybody has become an unavoidable part of general education. Nobody questions its inclusion as a subject in the school curriculum. It is included in a school's curriculum for the same reasons as any other subject, but in addition, science inculcates certain special values peculiar to it and which and which no other subject can provide. Besides satisfying the usual needs for its inclusion as a subject in the curriculum such as intellectual, cultural, moral, aesthetic, utilitarian as well as vocational values science learning provides training in scientific method, and also helps to develop a scientific attitude of mind in the learner. Therefore, science is now a compulsory subject in every system of school education right from the elementary level.

One of the major challenges facing human resources planning is dealing with the uneven level of technological development in different countries. The world has witnessed a huge scientific and technological explosion in recent decades; but not all societies have been equally affected by this process. Yet the ability to master and apply science and technology are indispensable to the process of modernization and development of economies.

Well aware of this fact as early as the 1960s, developing countries embarked on programmes to support the development of science education at secondary and higher education levels. Much has been achieved and the number of pupils and students enrolled in science courses has increased almost everywhere.

The scope of science education varied greatly from one country to another, with more or less emphasis placed on scientific content, methods, tools or values. China for instance distinguished among six different domains in science teaching, i.e. the knowledge domain (ability to master important facts, major concepts and principles of science); the operational skills domain (ability to use apparatus and instruments); the scientific process skills domain (ability to observe, measure, group, question, formulate hypotheses and experiment); the application domain (ability to apply concepts and skills in new situations); the creative domains (ability to formulate questions and to give explanations and new ideas); the attitude domain (ability to develop a positive feeling towards science and studying science).

The Unite Kingdom put stronger emphasis on the social value of science as a 'social enterprise' that is the social practices of the community. Japan and Israel included technology in the scope of science education. Japan talked about the capacity of making use of computers and Israel spoke of problem-solving within a 'technological and scientific environment', putting stress on the significant impact of technological process on the individual and society. While the need for scientific literacy at primary and upper primary level was recognized, the need for progressively specialized science education beginning at the secondary level was also underlined.

Meaning

Achievement means performance. The Dictionary meaning of the word achievement is "to perform successfully". The concept of achievement understood in social and educational context centers around the success of students in terms of scoring higher marks in examination in securing jobs at the higher level of employment or achieving reputed positions in the society. Achievement has always been prized by all societies. A great deal of emphasis has been placed on getting ahead, making something of oneself and obtaining recognition. Irrespective of the field of achievement, the great achievers, inventors and discoverers of the world have always been valued and honoured for their enthusiasm, perseverance and contribution to the betterment of mankind. Modern man considers enterprise and success as the indices of esteem. One judges oneself and others by what one's achievements are, how they compare with those of others and how early in life one is able to attain them. Thus, today's society can rightly be termed as an achievement oriented one. It has become very evident that success and achievement in life and learning too depend largely on how much one really wants to succeed and achieve and what cost in human effort and energy one is willing to bear, to reach the goal. Otis Dudley Duncan and others (1972) argue that occupation is an important parameter of achievement. On the other hand, J.W.B Douglas (1968) and his associates define achievement in terms of high performance of children in school tests. It is true that they have not specified and explicit model for educational achievement but their data do address the relationship between the socio-economic status and other characteristics of the family on one hand the performance of children in both primary and secondary schools on the other hand. Higher performance in terms of scoring more than the mean in school tests has been regarded as the basis of comparing achievement. There may be controversy regarding the type of examination intended to test the intelligence of the students but there is no controversy regarding as to the scoring of higher marks or grades as the basis of achievement for scoring of higher marks or grades is the only valid yard stick of testing intelligence or merit.

A test of educational achievement is one that is designed to measure knowledge, understanding and skills in a particular subject or a group of subjects taught in schools. It is designed to measure the individual's quality and quantity of learning in a single or more school subjects yielding a score for each subject and a total score for all the subjects combined. Obviously, in the school great emphasis is placed on achievement right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance rather than other considerations. Thus, the school tends to emphasise achievement which facilitates among other things, the process of role allocation for the social system. The school performs the functions of selections and differentiation among students on the basis of their scholastic and other attainment and opens avenues for advancement again, primarily in terms of achievements. The students at school are trained to accept this hierarchy based on achievement. This helps him to be released from the family status in certain ways. His personal status is inevitably a direct function of the position he achieves, mainly in the formal classroom setting. Researches have shown that besides being the criteria of promotion in to the class of all future success in life. Superior achievers in the academic world generally tend to maintain their level of achievement in the occupational field also.

Achievement Test for Class VIII in Science

The achievement Test for class VIII students in science was developed by the investigator to measure academic performance of class VIII learners in science in Papumpare District of Arunachal Pradesh. The procedure of construction of Achievement Test was adopted as suggested by Gronlund and Linn (1990):

1. Determining the purposes of testing.
2. Selecting appropriate type of items.
3. Preparing relevant type of items.
4. Assembling the test.
5. Administering the test.
6. Scoring the test .
7. Using the test result.

i) Aims of the Achievement Test : The test is constructed to measure the following aims of science education;

- Develop and maintain curiosity about the world around them.
- Observe and explore their environment and organize those experiences.
- Inculcate the technical and intellectual skills needed to make further study of science possible.
- Build an experiential basis for understanding important concepts in science.
- Relate what they learn in school to their own lives.

ii) Objectives : (K, U, A, S)

The students are expected to:

1. be familiar with the environment
2. recognize name of plants and animals of their locality and their conservation
3. identify microorganisms which are friend and foe
4. describe, draw and label the cell structure and its functions
5. explain some natural phenomena
6. illustrate agricultural practices and management
7. distinguish force, atmospheric pressure and friction etc.

iii) Design :

a) Allocation of marks by abilities to be tested

Abilities	Marks
Knowledge (K)	45
Understanding (U)	30
Application (A)	15
Skills (S)	10

b) Allocation of Marks to Question Type :

Question Type	Number of Questions	Marks
Very short (VSA)	12	18
Objective (O)	46	46
Short Answer (SA)	10	21
Long Answer (LA)	03	15

c) Blue Print of Achievement Test :

SL No	Content Area	Abilities																Total
		K				U				A				S				
		VSA	O	SA	LA	VSA	O	SA	LA	VSA	O	SA	LA	VSA	O	SA	LA	
1	Crop Production		3				1				1	2						**7**
2	Microorganisms Friends & Foe		4				5					2						**11**
3	Synthetic Fibers		1									5						**3.5**
4	Metals & Non-metals	2					2			1.5								**5.5**
5	Coal & Petroleum		1	1.5													5	**7.5**
6	Combustion & Flame					2		1.5				2.5						**6**
7	Conservation Plants Animal			1.5					5									**6.5**
8	Cell Structure						1											**1**
9	Reproduction		5					2										**7**
10	Age of Adolescence		2					2				1.5						**5.5**
11	Force Pressure	3																**3**
12	Friction			2		1.5												**3.5**
13	Sound		4					2										**6**
14	Current							2										**2**
15	Natural Phenomenon	1.5	3															**4.5**
16	Light	1.5	1									2					5	**9.5**
17	Solar System		5			1.5												**6.5**
18	Pollution		2			1.5												**3.5**
Total →		8	32	5		6.5	9	9.5	5	1.5	1	12.5					10	**100**
Grand Total →		**45**				**30**				**15**				**10**				**100**

This is the 4th tool of this research project which was developed and used by the investigator for the measurement of the achievement of class VIII students in science in one district viz. Papum pare District of Arunachal Pradesh. As there is English medium of instruction in all the schools, therefore, the questions have been written in English. The questions were collected from the 18 chapters of the NCERT Text Book which is supplied by the Govt. of Arunachal Pradesh to the students of class VIII. The draft of 71 questions was typed and Xeroxed with utmost care. The investigator tried to check the questionnaire at own level in view of the content and language of the preliminary draft of it. After this, the preliminary draft of 71 questions was handed over to 4 science teachers and four language experts for editing it from content and language point of view. These language and content experts made some corrections in preliminary draft but accepted all the 71 questions for final draft of the questionnaire with some modifications. The final draft of 71 questions was again retyped and Xeroxed. The final draft of 71 questions was administered re-administered on 200 elementary school students for finding out the reliability of the questionnaire. The co-efficiency of reliability was found 0.81 which was found satisfactory.

Validity

The researcher ensured the content validity through the consultation of expert science teachers working at elementary level in Papumpare District of Arunachal Pradesh.

Administration of Tools and Scoring Work

It is understood that the quality of research depends upon the selection and preparation of tools to be used to collect data from various sources. The researcher has taken every care while selection and preparation of tools for this research work. The researcher was careful about the reliability, validity, objectivity and tractability of all the tools involved in this research study. But, after selecting the tools, the research work also depends upon the careful administration of the tools too. The researcher planned the administration of tools to the selected population of the study.

Administration of Tools on Elementary School Students in Papumpare District of Arunachal Pradesh

The research scholars visited the selected elementary schools of Papum pare District of Arunachal Pradesh for collecting data from teachers and students by administering tools as achievement test to students. In this manner, the researcher could administer the tools and collected the required data from a sample of one elementary school and 200 Students of Papum pare Districts of Arunachal Pradesh.

Scoring Procedure

The evaluation of the Achievement test response sheets was carried out carefully by the researcher as per marking scheme prepared by the researcher at the time of construction of the test.

Organization and Tabulation of Data :

The data of Achievement Test in Science of class VIII students were categorized as per three variables set in the research study;

1. Settlement of the students (Urban vs. Rural)
2. Sex of the students (Male vs. Female)
3. Race of the students (Tribal vs. Non-Tribal)

Following are the Tabulation of Achievement Scores of Students of Papum pare District of Arunachal Pradesh

1. Settlement of the students (Urban vs. Rural) :

Table 1. Frequency Distribution of Academic Achievement Scores of 8th Grade Urban Students in Science

61 – 70	10
51 – 60	18
41 – 50	41
31 – 40	82
21 – 30	45
11 – 20	12
N	208

Table 2. Frequency Distribution of Academic Achievement Scores of 8th Grade Rural students in Science

61 – 70	000
51 – 60	033
41 – 50	116
31 – 40	145
21 – 30	081
11 – 20	017
N	392

2. Sex of the students (Male vs. Female) :

Table 3. Frequency Distribution of Academic Achievement Scores of 8th Grade Male students in Science

61 – 70	6
51 – 60	29
41 – 50	99
31 – 40	127
21 – 30	75
11 – 20	16
N	352

Table 4. Frequency Distribution of Academic Achievement Scores of 8th Grade Female students in Science

61 – 70	004
51 – 60	022
41 – 50	058
31 – 40	100
21 – 30	051
11 – 20	013
N	248

3. Race of the students (Tribal vs. Non-Tribal) :

Table 5. Frequency Distribution of Academic Achievement Scores of 8th Grade Tribal Students in Science

61 – 70	005
51 – 60	028
41 – 50	117
31 – 40	186
21 – 30	086
11 – 20	021
N	443

Table 6. Frequency Distribution of Academic Achievement Scores of 8th Grade Non-Tribal Students in Science

61 – 70	05
51 – 60	23
41 – 50	40
31 – 40	41
21 – 30	40
11 – 20	08
N	157

Conclusion

There is evidence that achievement test is a systematic and scientific way of test to know the academic achievement of students. By achievement test one can really understood the knowledge, understanding and skills in a particular subject or group of subjects taught in schools. Achievement test is making learner's to understand what they learn in school for their own lives. Therefore achievement test is the one of the very important part of the every individual in their educational careers.

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EFFECT OF DRAMATIZATION METHOD ON THE ACHIEVEMENT IN ENGLISH AMONG PRIMARY SCHOOL STUDENTS

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Abstract

Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers. Right methods are very important in an ideal system of education. Dramatization is especially useful in language teaching and learning. A number of studies of the effects of drama on individuals' cognitive and affective characteristics have been carried out recently. These studies revealed that drama had positive impact on students' development of communication skills, socialization levels, development of emotional intelligence, social skills, empathic skills and empathic tendencies regardless of the grade levels of the students. This research paper presents a study performed to explore the effect of Dramatization method on the achievement in English among Primary school students. In order to conduct the experimental investigation 240 students of 5th class had been selected from 3 government co-educational schools of Jalandhar. They were randomly divided into two groups vis-a-vis the experimental group and control group. It was found that dramatization method was significantly responsible for higher achievement.

Introduction

Education, in real sense, is to humanize humanity and to make life progressive, cultured and civilized. It is very important for the progress of individual and society. It is through education that man develops his thinking and reasoning power, creativity, intelligence and aptitude, positive sentiments and skills, good values and attitudes. It is through education that he is transformed into human, social, moral and spiritual being.

Right methods are very important in an ideal system of education. A method must be flexible and workable. Brown (2001) cited that language and learning have universal characteristics whereas language is a system integrated by a set of arbitrary symbols it is primarily vocal, but it can be visual too. Moreover, people acquire it in the same way, using it for communication within a speech community or culture.

Drama makes learning process more enjoyable. Inserting dramatic activities in English classes can help students to learn while having fun, which in the most cases means learning without frustration. It is a good strategy to encourage the students to activate their oral skills without anxiety. According to Dodson (2000), Drama is an ideal way to bring skills of grammar, reading, writing, speaking, listening and pronunciation together in a course where the focus is not on form but rather fluency and meaning.

Dramatisation Method

Dramatization is an appropriate method for teaching children and young learners with different learning styles and different levels of understanding.

According to Savela (2009), dramatic activities help students to use their language skills and learn about life through these real life activities. Chauhan (2004) stated that such activities involve the student's whole personality and not only his/her mental process. Effective learning can be achieved when the student involves himself in the tasks and is motivated to use the target language.

As Moore (2004) believes, drama provides a fun means of learning. It brings the affective back into the classroom, an institute where emotions and learning are categorically divided. Recent brain research proves that emotions are linked with learning. When students connect to the concept emotionally, they will have a better understanding of it. When the teachers teach using the arts they are linking prior experiences with new stimuli. Teaching using drama brings emotion and teaches together.

Demircioglu (2010) claimed that it is almost impossible to do meaningful teaching without employing drama in English language classrooms. Using drama and dramatic activities has a lot of clear advantages for language teaching and learning. It encourages the students to speak; it gives them the chance to communicate, even with limited language proficiency. It encourages student's self expression and motivates learners to use language confidently and creatively.

Achievement

Good's Dictionary of Education (1973) defined achievement as knowledge attained or skills developed in school subjects usually by test scores or by marks assigned by the teachers or by both. There are several factors that influence the academic achievement like personality, intellectual ability, environment etc.

Singh and Kaur (2003) defined achievement as a competence of students shown in school subjects for which they have been given the instructions. The test scores are assigned to the students on the basis of their performance in the achievement.

Justification of the Problem

As we all know that the educational scene is being transformed and efforts from all fields have been made to raise and reform the curriculum. Still today our educational strategies remain the same. Our Educationist's are trying to evolve strategies in education to enhance the skills, interest, and imagination etc of the students in all curriculum areas.

Peregoy and Boyle (2008) stated that dramatic activities provide students with a variety of contextualized and scaffold activities that gradually involve more participation and more oral language proficiency, they are also non-threatening and have a lot of fun. According to Barbu (2007), Drama is also considered to be an important factor for the development of social and communication skills and tolerance when working with others. The students feel they get to know people better, especially as they often work with peers with whom they would not normally associate. Being able and confident to perform in front of the class gives a higher status with the rest of the group.

As Ashton-Hey (2005) points out the benefits of drama in oral skills development assist students with pronunciation, intonation and development of emotional intelligence. Students gain an understanding of other perspectives, the experience of being human and attaching appropriate feelings to expressions.

Delimitation of the Problem

The present study is delimited to the following areas:

a) It is restricted to Government co-educational schools of Jalandhar district.
b) It is restricted to the 5th class students.
c) It is restricted to the lessons of English prose only: The lion and the mouse, Wolf! Wolf!, The brave girl, Chimpu the elephant, The thief found out, A birthday present.

Objectives of the Study

The present study is designed to achieve the following objectives:

1. To develop the lesson plans with the help of dramatization method.
2. To study the effect of dramatization method on the achievement of the primary school students in English prose.

Hypothesis

The study has been designed to test the following hypothesis :

There is no significant difference on the achievement of students in experimental and control group.

Development and Description of the Tools

The following tools have been used in the present study:

Tool – I : Lesson Plans According to Dramatization Method

In order to design and develop the content following steps have been followed:

Step I : Planning
Step II : Framing Topic Wise Objectives

Step III : Designing
Step IV : Implementation

Tool – II : Achievement Test Prepared by the Investigator

For the present study the following steps are followed for the preparation of the test:

Step I : Planning
Step II : Designing and construction
Step III : Reliability
Step IV : Validity
Step V : Scoring

Method of the Study

The method of study covers sample selection, design of study, tools, procedure and statistical techniques used to analyze the data.

Sample

In order to conduct the study, 240 students of 5th class have been randomly selected from three Government co- educational schools of Jalandhar district.

Table 1. List Of Selected Schools

Sl. No	Name of the School	No. of Students of 5th class
1.	Government School, Lohara.	80
2.	Government School, Partapura.	80
3.	Government School, Lambra.	80
	Total	240

Design of the Study

To test the proposed hypotheses the design of the present study is as follows:

In the present study Experimental Control Group design is followed. One way analysis of the variance is employed on the achievement scores. Dramatization method is taken as treatment variable.

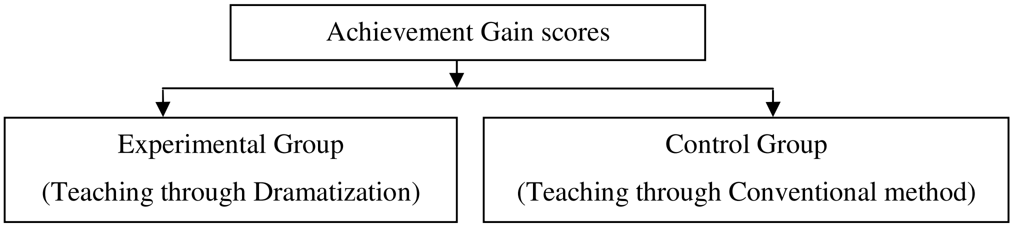
Achievement Gain scores
Experimental Group
(Teaching through Dramatization)
Control Group
(Teaching through Conventional method)

Fig 1. Schematic Presentation of Experimental Control Group Design on Achievement Gain Scores

Procedure

In order to conduct the study, 240 students of 5th class have been selected from three Government co- educational schools of Jalandhar. Then they have been randomly divided into two groups viz-a-viz the experimental group and control group. The experiment has been conducted in the following phases :

- A pre-achievement test has been administered to the students of both experimental and control groups.
- One group has been taught through dramatization method and other through conventional method.
- After the completion of course, the post-achievement test has been administered to the students of both groups.

Statistical Techniques

- The following statistical techniques have been employed to analyze the obtained data:
- Means and Standard Deviation have been computed.
- One way analysis of variance (ANOVA) has been employed on the achievement gain scores.

Analysis And Interpretation Of The Data

The data obtained has been analyzed under the following heading:-

One Way Analysis pf Variance on the Achievement Gain Scores Of Experimental And Control Group.

In order to analyze data, the means and standard deviation of Control Group and Experimental Group for gain scores have been presented in Table 1 below :

Table 1. Means Of Achievement Gain Scores of Control and Experimental Group

Experimental Group	ME = 7.83 σE = 4.7612
Control Group	MC = 1.81 σC = 5.2289

In order to analyse data, the gain scores were subjected to ANOVA (One Way). The results have been presented in Table 2 below :

Table 2. Summary of One Way ANOVA on The Achievement Gain Scores of Experimental and Control Group

Sources of Variance	df	SS	MS	F- ratio
Between Sample	1	1938.816	1938.816	336.71**
Within Sample	238	1370.584	5.758	
Total	239	3309.4		

** Significant at 0.01 level of confidence.

It may be observed from the Table 2 that F- ratio for the difference between means of the two treatment groups namely, Dramatization method and Conventional method was found to be significant at the 0.01 level of confidence. Thus the result did not support hypothesis (1) viz; “There is no significant difference in the achievement of students in experimental and control group”.

Further from the Table 1 it is revealed that the mean of Experimental Group is higher than the mean of Control Group which indicates that Dramatization method is significantly responsible for higher achievement.

The Results are in Tune with the Findings

According to Moore (2004), one theoretical viewpoint about modern educational drama emerges from the ideas of educators such as Rousseau, Montessori, Bruner, and Dewey. They believe that learning happens through active participation or as Dewey (1921) states drama is a form of “learning by doing”. Dewey also stressed the importance of the imagination. He called imagination the “gateway through which meanings are derived from past experiences that are carried into the present. Drama which involves imaginative transformation and reflection on experiences, help students expand their ability to act out thoughts and problem solving situations in everyday life. It is also beneficial because of how much the participants engage with each other. Moore (2004) found that this helps to develop valuable social skills in young children. In order for children to be able to learn, they have to feel safe and comfortable.

Findings of the Study

The findings of the study are listed below :

- Dramatization method yielded higher achievement gain scores than conventional method.
- Conventional method and dramatization method yielded different achievement scores.
- Experimental group yielded much better results than the control group.

Educational Implications

In the present investigation, it is found that students scored higher in academic achievement when taught by dramatization method as compared to conventional method. It has got implications for the teachers. Dramatization helps in developing the imagination and presenting facts in a sequence. It gives the direction to the teachers that they should prefer using dramatization method for teaching prose which helps to solve the conceptual problems in language teaching, inculcates moral values among the students and helps in developing their interest in English prose. It also improves the learner's confidence and motivation which ultimately leads to the development of positive self concepts.

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A COMPARATIVE STUDY OF DELINQUENCY PRONE AND NON-DELINQUENCY PRONE ADOLESCENTS WITH REGARD TO SELF-CONCEPT, EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT IN ASSAM

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Abstract

The present study compared the Delinquency Prone and Non-delinquency Prone Adolescents with regard to their Self-concept, Emotional Maturity and Academic Achievement in Assam. This study is conducted on a sample of 500 adolescents comprised of 200 delinquencies prone and 300 non delinquencies prone adolescents selected randomly from 12 secondary and higher secondary schools. The descriptive survey method is used for data collection usingLidhoo's Delinquency Proneness Scale (1989), Self-concept Questionnaire (R. K. Saraswat), Emotional Maturity Scale (M. Bhargava and Y. Singh), and the Students Performance Record from the School. The study reported that delinquency prone adolescents have low self-concept, low emotional maturity and poor academic achievement than non-delinquency prone adolescents. So, the study shows the positive co-relation among self-concept, emotional maturity and academic achievement.

Key Words : Delinquency Prone and Non-delinquency Prone, Adolescents, Self-concept, Emotional Maturity and Academic Achievement.

Introduction

Juvenile delinquency has emerged as a formidable social evil more or less faced by all societies, big or small. Widely found a phenomenon, encompassing all strata of the social fabric, its manifestation is related to the nature of the social milieu, pattern of social health, the way of nurturing the young people, level of tolerance, response patterns towards growth and development of juveniles, intergenerational gap and mechanism applied to norm violators. Some studies have reported that urbanization and industrialization has a negative impact leading to the increasing rate of delinquent activities in modern age. The wonderful strides achieved in the fields of internet, mobile phones, electronic media have paved the way for escalation of this muddling social evil.

The term 'delinquency' has been derived from the term 'de' (away from) and 'linquere' (to leave); the Latin infinitive 'delinquere' translated as to 'emit' in its original earliest sense. It was apparently used in Roman literature to refer to the failure of an individual to perform a task or duty. In the Encyclopedia of Crime and Justice (1983), juvenile delinquency has been defined as "such conduct by children which is either violative of prohibition of the criminal law or is otherwise regarded as deviant and inappropriate in social context".The delinquency has been understood in different ways. In fact, the term 'Juvenile Delinquency' is difficult to define. There is no unanimity to opinion with regard to ifs meaning but the term is used to denote certain behaviour patterns of an individual below a certain age and that these behaviour patterns of an individual are generally viewed as running counter to the prescribed legal declaration of that particular community. Legally speaking, when a child is below 16 or 18 years and becomes the subject of official action, he is termed as a 'Juvenile Delinquent'.In simple words, juvenile delinquency may be explained in terms of deviant behaviour of a child, statutorily defined to belong to certain age range, in violation of the legal norms and in contravention with the socially and culturally defined behavior-patterns in society, that is, the social norms. Thus, the social, psychological as well as the legal actions are essential to deal with the juvenile delinquents' behavior. Moreover the Reformatory Homes, Remand Homes, Special Schools and Certified Schools have been established in different countries. In India Observation Homes have also been set up in order to keep the juvenile delinquents there during the tendency of their cases in the Juvenile Courts.

Research Evidence on Delinquent Behaviour

Govindarajan (1966), conducted, "A study of juvenile delinquents and their position in the family." He found that in two-child families, the chances of the first-born to become a delinquent were greater. As the family size increased the chances of first born and last born to become a delinquent were more. The probability of destitute coming from four-child families was greater than from other family size groups. In the 5-6 child families the chances of the 2nd born to commit theft were greater than other children. In the 7-child families the probability for the 4th –born to commit theft was greater than others and in the 8-child families the probability was greater for the 2nd born as well as for the 4th born to commit theft.

Alam et al. (1987) conducted a study on 50 truants and 50 non-truants and found that there was a positive relationship between deviant personality and emotional instability. Children with more personality deviations were less emotionally mature and vice versa.

Ujgare (1995) revealed that poverty, employment of lower class mothers, child labour and overcrowding in small rooms were factors associated with juvenile delinquency. Broken homes due to death, separation, divorce and desertion, or when children were deprived of family attention were factors also associated with juvenile delinquency. In addition defective disciplining due to faulty parental supervision, families with vices and immoralities, parents with criminal records, school atmosphere, truancy, peer group, mass media, psychological and physiological factors were other major reasons for incidence of juvenile delinquency.

Dodge et al.(1997)and in their study found that delinquents, due to social information processing errors, are easily distracted and do not pay much attention to their surroundings.Rucklidge and Tannock (2001), found that adolescents with attention deficit were at a greater risk of psychological impairment and thus leading to delinquent and deviant behaviour.Andrade, Silva and Assumpaco Jr. (2004), reported that delinquents were more prone to psychiatric disorders than non-delinquents.

Nirwani (2006) conducted a study on Mental Health, Emotional Maturity and Cognitive Factors in Delinquency Prone and Non-delinquency Prone Adolescents. In her study she found that (a) Delinquency prone subjects are less emotionally mature than non-delinquency prone subjects, (b) Non-delinquency prone subjects have significantly better mental health as compared to their delinquency prone counterparts, (c) Non-delinquency prone subjects tend to be more intelligent than delinquency prone subjects, (d) Delinquency proneadolescents get distracted easily as compared to non-delinquency prone adolescents, (e) Delinquency prone adolescents are high on cognitive distortion as compared to non-delinquency prone adolescents.Another study conducted by Shivakumara and Halyal (2010), reported in their study that the delinquent adolescents have lower level of self-concept than the normal adolescents. It was also found that domicile had no significant influence on self-concept of the delinquent adolescents and the normal adolescents.

Significance of the Study

It is seen from the earlier discussion that various factors influence an adolescent to become a delinquent. The juvenile delinquents are also found to differ in their self-concept, emotional maturity and academic achievement. Many studies have established positive correlation between self-concept, emotional maturity and academic achievement which if studied in the context of delinquency proneness will help in understanding further the characteristics and causes of delinquent behaviour of particularly in adolescence period. For many, adolescence is a period of storms and stresses and of instability of emotions, impulses and interests. The increased energy of sex drive reinforces aggressiveness and accounts in some measure for the unruliness, difficult behaviours and even delinquency. It is a period of difficult adjustment within self and in relation to others. From an educational and social point of view adolescence is considered to be a period of great importance. This period is also critical one for the development of criminality and juvenile delinquency. Delinquent behaviour encourages absenteeism, truancy, stealing and other indiscipline problems in the class.

Survey of literature shows that a very few studies are conducted on juvenile delinquents in relation to their self-concept, emotional inability and academic achievement particularly in Assam. It is this intention which motivated the investigator to take up a comparative study of delinquency prone and non-delinquency prone adolescents in relation to their self-concept, emotional maturity and academic achievement.

Statement of the Problem

The problem of the present study has been stated as follows: "A Comparative Study of Delinquency Prone and Non-delinquency Prone Adolescents with regard to Self-concept, Emotional Maturity and Academic Achievement in Assam".

Objectives of the Study

The study is designed with the following objectives:

i) To find out delinquency proneness among adolescents.
ii) To compare the self-concept, emotional maturity and academic achievement of delinquency prone and non-delinquency prone adolescents.
iii) To compare the self-concept, emotional maturity and academic achievement of male and female delinquency and non-delinquency prone male and female adolescents.
iv) To suggest remedial measures for checking the delinquent behaviour among the adolescents at the school stage.

Hypotheses of the Study

The hypotheses are stated as under:

i) There is no significance difference on self-concept, emotional maturity and academic achievement between delinquency prone and non-delinquency prone adolescents.
ii) There is no significance difference on self-concept, emotional maturity and academic achievement between male and female delinquency prone adolescents.
iii) There is no significance difference on self-concept, emotional maturity and academic achievement between male and female non-delinquency prone adolescents.

Methodology of the Study

Method : The descriptive survey method is used in the present study.

Population : The population of the present study constitutes all the Secondary School students studying in class IX who are the delinquency prone and non-delinquency prone adolescents of Sivasagar district of Assam.

Sample : The sample is of small number of representative individuals from the population. The study is conducted on a final sample of 500 adolescents comprised of 200 delinquencies prone and 300 non delinquencies prone adolescents selected from 12 secondary and higher secondary schools of Sivasagar district of Assam. The final sample is selected after administering the delinquency prone scale.

Tools Used : The data for the present study were collected from two sources i.e. primary and secondary. The following tools were used for data collection:

i) Lidhoo's Delinquency Proneness Scale (1989)
ii) Self-concept Questionnaire (R.K. Saraswat)
iii) Emotional Maturity Scale (M. Bhargava and Y. Singh)
iv) The Students Performance Record from the School

Statistical Techniques Used : To meet the objectives, different descriptive and inferential statistical techniques such as graphs, measures of central tendency and dispersion, independent sample t-test, chi-square test are employed. The calculations are done by using SPSS package.

Delimitations of the Study

The study is delimited to:

1. The district of Sivasagar of Assam
2. The adolescents studying in class IX in the secondary and higher secondary schools of the district.

Findings and Conclusion

After testing the hypotheses and analyzing the data, the following conclusions were arrived at:

1. In case of hypothesis-1, it is found that out of 500 adolescents; 200 adolescents are found delinquency prone and 300 adolescents are found non-delinquency prone. Out of 200 delinquency prone adolescents 126 boys (49.80%) are found delinquency prone and on the other hand 74 girls (29.96%) are found delinquency prone. Therefore, it is seen that delinquency among male adolescents are significantly higher (P-value < 0.05) than female counterpart. Thus, it is found that male adolescents are more vulnerable towards delinquency proneness than those of females.
2. In the total sample it is observed that average level of self-concept, emotional maturity and academic achievement among delinquency prone adolescents is quite low than those of non-delinquency prone adolescents.
3. It is found that female adolescents with delinquency proneness reported a significantly higher level of self-concept but low level of emotional maturity than that of male counterparts. But it is interesting to note that both male and female delinquency prone adolescents do not show real difference in their academic achievement.
4. The gender comparison of non-delinquency prone adolescents shows that males are found to possess higher and better level of self-concept but poor emotional maturity than that of females. However, no difference is found in case of their academic performance.
5. The comparison of delinquency prone and non-prone adolescents shows that both males and females separately belonging to non-delinquency proneness are found to have higher level of self-concept, emotional maturity as well as academic performance than that of delinquency prone adolescents.

For testing the null hypothesis 1 to 16, independent sample t-test is used. The means of scores of different comparison groups together with standard deviation, standard error of mean are presented along with the values of the t-statistics and p-value. The major findings are:

1. There exists a highly statistically significant relationship about self-concept among adolescents with respect to their delinquency proneness. The level of self-concept is high among adolescents with non-delinquency proneness than that of those who has proneness to delinquency. Therefore, the null hypothesis formulated here is rejected.
2. The self-concept of female adolescents who have proneness to delinquency is comparatively higher than male. Therefore, the null hypothesis is rejected.
3. The level of self-concept is found better among male non-delinquency prone adolescents in comparison to female. So the null hypothesis is rejected.
4. The non-delinquency prone male adolescents possess better self-concept than delinquency prone one. So, here also the null hypothesis is rejected.
5. 5. The non-delinquency prone female adolescents possess better level of self-concept than delinquency proneness counterpart. Therefore, the null hypothesis is rejected.
6. The delinquency prone adolescents possess a lower level of emotional maturity than non-delinquency prone counterpart. So, here also the null hypothesis is rejected.
7. The emotional maturity of delinquency prone female adolescents is comparatively lower than male counterpart. Therefore, the null hypothesis is rejected.
8. The level of emotional maturity is found better among female non-delinquency prone adolescents in comparison to male. So, the null hypothesis is rejected.
9. The male delinquency prone adolescents have a lower level of emotional maturity than the male adolescents with non-delinquency proneness. So, the null hypothesis is rejected.
10. The female adolescents with non-delinquency proneness possess a better level of emotional maturity than delinquency proneness counterpart. Therefore, the null hypothesis is rejected.
11. The level of academic achievement is high among adolescents with non-delinquency proneness than that of those who has proneness to delinquency. So, here also the null hypothesis is rejected.
12. The academic achievement of male and female delinquency prone adolescents is almost similar. Therefore, the null hypothesis is accepted.
13. The result shows that the level of academic achievement in male and female adolescents with non-delinquency proneness is almost similar and there exist no statistical significance between the

means of both the groups of adolescents with respect to academic achievement. So, here also the null hypothesis is accepted.

14. The non-delinquency prone males possess better academic achievement than delinquency prone counterpart. Therefore, the null hypothesis is rejected.
15. The non-delinquency prone female adolescents possess better level of academic achievement than delinquency prone counterpart. Therefore, the null hypothesis is rejected.

Educational Implications

Juvenile Delinquency is a burning issue of our present day society. Our students, both adolescent boys and girl are the future of our country. It is a matter of great concern when these youths who are backbone of the country indulge in hooliganism and stand as a great stumbling block themselves. On the contrary, the progress of the country is ensured if our adolescent boys and girls become refined in taste, discipline conduct and faithful in service. Therefore, with a view to achieving all round development of our students as well as the greater interest of the country, it is urgently necessary to curb the menace of lawlessness, indiscipline and criminal offence prevalent among young people. So some suggestions are offered in this regard :

1. Home Environment

The saying goes, "The home is the seed-bed of a child." Naturally, a child's growth, both physical and mental, is greatly influenced by its home environment. The seeds of indiscipline or misconduct are generated and nurtured at home and the parents or other members of the family become aware of the immoral or antisocial activities of their wards before they create nuisance at school or in the society. It is therefore important to put some emphasis on certain aspects of right behaviour and conduct of adolescents as given below:

1. Parents and guardians should not encourage their wards to lead an easy life. They should understand the dignity of labour. The stress should be more on meeting the urgent needs. Form study, it is found that there are differences among delinquency prone and non-delinquency prone adolescents in respect of self-concept, emotional maturity and academic achievement. Because of the low standing on these variables, the adolescents turn out to be delinquents. The other factors such as parent's behaviour and attitude, socio-economic factors, caring pattern including the absence of any parent and school environment may also add to the problem of delinquency.
2. Discrimination is a bad policy. Both boys and girls should receive equal attention and treatment. Guardians must not interfere in the activities of their boys and girls, who may thwart their development for make them fury; and at other times, it may make them rebellious, which may lead to their antisocial behaviour. Moreover, unsought for interference many adversely affect them and make them lose self-confidence and may help developing negative self-concept and deter them from gaining emotional maturity.
3. With a view to developing a sense of responsibility, guardians should provide ample scope to their children to co-operate with other siblings and peers in the neighborhood. Parents and guardians should adopt measures to tell stories and moral related activities to their children, provide them with children literature, magazines to facilitate their moral growth.
4. In order to make proper use of leisure time and develop their creative talents and above all, for their all-round development, children should be involved to take part in music, art and culture, recitation of poetry as well as games and sports. Guardians should try their best to see that their children do not associate with bad company, form bad habits and indulge in wicked activities.

2. Role of Schools

To facilitate the students with a healthy environment through discipline, the school authority must look at the following roles :

For the all-round development of the students the school authority must provide every facility. They should be provided play-ground, a rich library, separate boys' and girls' common room to spend their leisure time meaningfully with co-curricular and extra-curricular activities.

a) The irregular students with poor attendance, without home-work and with poor achievement must not be punished straight. Rather, the reasons behind should be investigated and necessary steps should be taken to motivate them.

b) The school authority may call guardian meeting to deal compassionately with the performances of the students within and outside the school campus as well as their house-hold behaviour.
c) The school must have a guidance and counseling cell to motivate and guide the delinquent students. The school administration should neither be stern nor sloppy.The regular and sincere students may be encouraged by offering rewards.For solving the delinquency problem, the teachers must investigate and organize such guidance programme which can cater to the needs of the students.

3. Role of Teachers

The role of teachers as an architect of human resource is of immense significance. They may take many responsibilities to attract the students. Some of them are stated below:

a) To deal with the delinquent students, the teacher must be patient and sympathetic. Their modest behaviour may motivate the students to be noble and just. Such students should not be condemned in front of other students. Rather, they should be consulted in separate room.
b) To get at the cordial teacher-student rapport, the teachers should inspire the students for taking part in co-curricular and extracurricularactivities like picnic, excursion to bring students closer to them.
c) The youths should be trained up to control their emotions and to divert their minds towards constructive activities. This will automatically make them tolerant, co-operative and self-confident.
d) The delinquents who are beyond control should be counseled separately to arouse their conscience by any means, so that they will not feel insulted or hurt in front of their friends.

4. Role of Voluntary Organizations

The voluntary organizations can play a vital role in solving various problems of the society. The fast growing delinquency among the students can be eradicated by adopting various measures under the banner of such organizations. In this regard the following steps are suggested:

a) To hold religious meetings, talks and workshops to train up the children and youths to mould their moral character.
b) To create an ambience for regular playing, literary and musical exercises and competitions to draw out the dormant qualities in children and youths.
c) To provide free education and medical aid to poor students.
d) To sensitize them with the national and inter-national problems like environmental pollution, unemployment problems, population explosion, illiteracy etc. by holding seminars and workshops and to involve them in discussion.
e) The youths who have been detected of involving in immoral activities should be advised by such organization with the help of the experienced and wise honourable people of the area. Opportunities may be provided for youths to enhance self-confidence and leadership qualities throughtheir active participation.

5. Role of Governments

Of late the unrest among youths pauses a burning problem. As the govt. is guardian of the people, so it has got great responsibility to solve it before it is too late. So some suggestions may be made in this regard.

a) The govt. can set up child-care centers for poor children to provide them with proper care and nutrition.
b) Through media, the govt. may make people aware of population explosion, unemployment problems and health awareness etc. Vocational courses can provide the youths for self-employment and other development Guidance and Counseling centres can also be set-up to activate various programmes.
c) The govt. can also set up the Observation Home in every district to monitor and to take necessary measures to the problem of delinquency.All adolescents must be provided opportunities for education. It is only proper education which can transform them into productive citizens.

Suggestions for Further Study

Based on the findings and educational implications of the study the following suggestions can be put forward for further research :

a) There can be a comparison between delinquency and non-delinquency children on a larger sample at the state level as well as national and international level for a wide generalization.
b) The present study is conducted on class-IX students. Similar studies may be undertaken on these variables at the other levels of education as well.
c) Comparison can be made between delinquency prone and non-delinquency prone students covering other variables like personality, intelligence, level of aspirations, attitude and motivation etc.
d) The similar study can also be conducted by selecting the samples from various Observation Homes.
e) Impact of Parental attitudes and socio-economic background of the delinquents can also be considered for further research.
f) Comparative study of delinquents and non-delinquents in relation to their creativity will be an interesting area of research.

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VIVEKANANDA'S VIEW ON PLACE OF TEACHER AND ITS RELEVANCE TO PRESENT INDIA

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Abstract

Teacher is one of the unique factors of education. It has four major factors, there teacher and students are human being. One is giver and another is receiver. Swami Vivekananda a noble man, he gave much importance to the place and character of the teacher. He believed that ''Like fire in a piece of flint, knowledge exists in mind; suggestion is the friction which brings it out.'' Here the teacher is flint, but the place of a teacher changes in the society time to time. In ancient India or medieval India or in modern India we found slowly change the place of teacher. Swamiji believed that only a 'Tyagi' can be a good teacher, he must be pure in mind and heart. The teacher must have full sympathy for his student or pupils. Swami Vivekananda thought that the teacher should not think that he is making the child grow. He said 'you cannot teach a child to grow; 'you can only help.' He also thought that the teacher should come down to the level of student. He must transfer his soul to the student's soul. We found in ancient India teachers are 'Guru' but now they are 'Master 'and `Mistress' and they are generally imparts bookish knowledge only to prepare students for their examination. Ancient time teaching is a noble work but now it is a profession. In this paper the author tried to look Vivekananda's view on place of teacher and its relevance to present India.

Key Words : Guru,Gurukul, Tyagi, Brahmanic, Buddhist, Acharya , Upadhyaya, Andhakar, Durachar Dijjaw.

Introduction

'Gurur Bramaha Gurur Visnu Gurur debo Magesswara Guru sakhatt Param Bramaha Tasmai Sri Guruve Namaha .'' This is guru mantra. According to a unique book 'SRI MAD BHAGWAD GITA' guru is Tridev, he is creative, he is destroy and he is ultimate of the World. We found our Holy book in the 'MAHABHARAT' the Lord 'KRISHNA' a noble teacher and his obedient student is 'ARJUNA'. 'Guru' another name is 'DIJJAW' its means birth in second time of the child. First time a child born in the earth or society and second time his birth for the way of knowledge. Here the father is teacher. Guru is our icon of knowledge. The teacher's role is to lead the pupil from darkness, removing the cover of the lamp of learning, thus letting out the light. The teacher caused the intellectual rebirth of the student. Hence he is held in high esteem, he is the spiritual and intellectual father.

We found in ancient India the eternal had reached the 'Rishis'.with the removal of darkness before them, and with heavenly illumination, the Rishis realized that all men are children of the eternal. Hence they called upon them all to attain that light of knowledge; pupils responded and thronged to the preceptors. The cottage of each guru became a residential school. It's 'GURUKUL' here the students received the constant company of the 'GURU', who in the absence of books was a human ocean of learning and an ideal character for the pupils to emulate. Succession of teachers and students ensured the continuation and expansion of knowledge.

Vihara was the Buddhist educational institution. Here the teachers were of two categories. Instruction in the scriptures was imported by the Upadhyaya and Acharya was the guardian of the moral life, a modern proto type of which is the office of perfect of discipline. Paternal relation with both of them was enjoyed. A part from academic and spiritual training, the teachers were responsible also for the physical well being of the novice. A man is blemished moral character, possessing unflinching faith in learning salvation, free from bondage of vices and possessed of modesty and perseverance could be a teacher. The vital responsibilities carried on by the teachers were reciprocated with disciplinary rights which include expulsion of the unfit students. Brahamanic and Buddhist education system mention must be made of the similarity in teacher-pupils relation.

In medieval India, we found the relation between teacher and thought was paternal also. Madrasah teachers and students often lived together in common residential establishments provided by generous donors. Teachers enjoyed an exalted position. High moral integrity of teachers reciprocated trust and honor. Primary institution was established a mosque, and each mosque had a Maklav attached to it. The moulvi (teacher) was often a local resident. He adopts teaching duty as a part time engagement. He was common guardian of the morals of all children placed in his care. Here we find slowly change the place of teacher. Swami Vivekananda is a noble man of the world, the reformer of India, has embraced education and enriched our national life by his talent and personality and discovers new meaning of education.

Vivekananda's Views on Teacher

Swami Vivekananda was born in Kolkata. His real name was Narendra Nath Dutta.He inherited religious temperament and farsighted intelligence from his father .He sent to school at five years of age when he was six years of age one day his school head master Mr.Heasty introduce him to 'Shri Ram Krishna Paramhansa Dev'. He got initiated into the saintly order and was given the title of 'Swami Vivekananda' .After death Ramakrishna Dev Swamiji established 'Ram Krishna Mission' to proceed the unfinished religious assignment of his guru. He spread the message of guru that was actually the principle and practice of Vedanta in Asia, Europe and America. It is a famous observation of Swamiji that "Education is the manifestation of the perfection already in man.'' The goal of education is to manifest in our lives, the perfection which is the very nature of our inner self. Swamiji believe- 'Like fire is piece of flint, knowledge exists in the mind. Suggestion is the friction which brings it out.'' Here the teacher is piece of flint he gives his knowledge, ideas ,information to the student and they applied this knowledge, ideas, information in their life and pupils life should be shined. He upheld 'Gurugrihabash' for teacher-pupil relation. The teacher should be learned and 'Tyagi'.

Vivekananda's method of education resembles the heuristic method of the modern educationists. In this method, the teacher invokes the spirit of inquiry in the pupil who is supposed to find out things for himself under the bias –free guidance of the teacher.swamiji said- 'The only true teacher is he who can immediately come down to the level of the student and transfer his soul to the student's soul and see through the student's eyes and hear through his ears and understands through his mind, such a teacher can really teach and none else.''

His view for a teacher is that he must know the spirit of the scriptures. He said- 'The whole world reads Bibles, Vedas and Korans; but they are only words, syntax, etymology, philology- the dry bones of religion''.The teacher who deals too much in words and allows the mind to be carried away by the force of words loses the spirit. It is the knowledge of the spirit of the scriptures that constitutes the true teacher. Swamiji also believed that the teacher should think that he is only helping the child grow. He is the external teacher and he offers the suggestion which arouses the internal teacher, the mind of the child. Now we will discuss the Vivekananda view on place of teacher and its relevance to the present India. The place of the teacher or role of the teacher is change or not.

Place of teacher in present India:-Present day in our society totally change the definition of the teacher. According to the Dictionary of education the definition of modern teacher is that –'A person engaged by an educational institution to instruct others. In public or government school a person who has completed a minimum program of professional teacher education and met other requirements to qualify for state certification as a teacher. Now not important good qualities of a teacher needs only education related certificate.

Now a day's teaching in not noble work it is a profession. Present teacher's position in the class room as 'Master' or 'Mistress' or only 'Miss'. A teacher is a mere label in the educational field. He generally imparts bookish knowledge only to prepare students for their examination. In the present India teaching this noble work only limited for professional duties and responsibilities for only achieved the student's marks and grades. Now teacher- student relationship only depends on different assignment, project etc.

Dr.Radhakrishnan(1888-1975) believed that teacher as removers of spiritual blindness. He said- 'We in our country look upon teachers as gurus or Acharyas.Acharya is one whose achar or conduct is exemplary, is good. If he is a victim of Durachar them he is not an Acharya.'' He also said- 'Andhakar is not merely intellectual ignorance but spiritual blindness. He who is able to remove that kind of spiritual blindness is called guru. Are we deserving of that noble appellation of an acharya or a guru ? That is the first thing that every one of us will have to realize''. At present day Acharya, spiritual soul this word only for bookish, other way Durachar, Andhakar is applied in our practical life. Now election is yearly program in our country and modern teachers not interested teach to students they more interested their political life and political power. This modern attitude was not accepted by Swamiji. He believed that a teacher should like a father. Teacher will give the student spiritual knowledge and introduce them to external world. But now teacher is not like a father who will be a friend philosopher and guide.

A teacher's responsibility is to impress on humanistic values and when the teacher discharge his responsibility, his status also goes up. Instead of treating themselves as a mere employee, they consider themselves as a citizen discharging a high national responsibility. That is big change. Teacher becomes a nation builder, a man-making instrument. That is the significance of Vivekananda calling for a man making religion and man-making education.

Conclusion

It is unfortunate that teachers in India lost faith in their own profession. Now this time is coming when we uplift our faith and gain our status in our society. We remind teacher is transmitter of values, peace and sustainable development of the society. Mrs Indira Gandhi said-'nations well being depends on teacher's wellbeing. Our teachers are the custodian of our future. 'Lastly we say Vivekananda is a great pioneer of our society, we will try our best and try to obey this great man's ideas and thoughts. We want to lead mankind to the place where there is neither the Vedas, nor the Bible, nor the Koran. Mankind ought to be thought that religions are but the varied expressions of the RELIGION which is oneness-Swami Vivekananda.

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CORRELATES OF ACCESS TO HIGHER EDUCATION : A STUDY OF LAKHIMPUR DISTRICT IN ASSAM

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Social inequality is a universal phenomenon found in all societies from the simplest to the most complex. All societies arrange their members in terms of superiority, inferiority and equality. The vertical scale of evaluation, which is placing of people in strata or layers, is called stratification. Those in the top stratum have more power, privilege and prestige than those below. Some individuals and groups are rated higher than others on the basis of opportunities and privileges that they enjoy. Indian society has traditionally been stratified on the basis of the purity pollution dimension and as such the traditional Hindu society is divided into four major divisions or *varnas* of Brahmans, *Kshatriyas*, *Vaishyas* and *Sudras* with the extent of prestige and social status ranking in that order. Each *varna* is composed of a large number of *Jatis* or caste groups based on traditional occupations. The castes within each *Varna* are also arranged hierarchically. In modern India, based on the complex inequalities of the caste system, the society is divided into three major social categories for the distribution of educational and social opportunities. These are 'Scheduled Castes'(SC's) comprising all the erstwhile untouchable castes, Other Backward Classes'(OBC's) comprising mainly of the 'touchable *sudras*' of Hindu *varna* system and other socially and economically backward sections among other religious communities, and General Category comprising upper caste Hindus and members of other religious communities other than those considered backward classes. As the Tribal population were not a part of the *varna* system or the organised religions, all the tribal groups, considered to most backward have group together as one category and listed in the Constitution of India as Scheduled Tribes. Members of a particular stratum have a common identity, like interests and a similar life style. It is possible for social inequality to exist without social stratification.

Inequality in the educational attainments of different groups and regions has been both the cause and effect of the differentials between their levels of socio-economic development – causality in this case being essentially bi-directional. A proper strategy of human resource development, therefore, called for optimal development as well as full utilisation of capabilities of diverse kinds in all segments of the population. Education was rightly considered to be the crucially important instrument for human resource development along proper lines as well as for the full unfolding of the entire spectrum of human creativity in this vast and ancient land. It had been mistakenly expected in this context that the phenomenal growth in educational facilities since independence would have also led to the levelling up of inequalities in the development of human resource as well. These hopes were, however, based on the native assumption that the social surface of the highly stratified Indian society was even. The reality was otherwise. Contours of the surface showed high anticlines and low synclines. The advancing caravan of Indian Higher education has not been able so far to take care of this marked unevenness to a satisfactory degree. The expansion of educational facilities has not been, therefore, necessarily accompanied by equalisation of opportunities for either diverse regions of the country or different sections of its people. There are 'miles to go' and many a 'promise to keep'.

The experience of many developing countries has shown that the upper echelons of society tend to corner the lion's share of the expansion in opportunities as well as spatial diffusion of educational facilities; and, unless deliberate policy interventions in favour of the deprived are resorted to, inter-group and inter-regional disparities tend to get accentuated at least in the first phase of the development process. The Biblical principle tends to be reinvented; and those who have, more is given to them. Expansion without adequate concern for equity has, in most cases, led to the accentuation of the structural disequilibrium. The vicious circle continues to grow at the very vitals of the social organism. The poor do not avail of educational opportunities because they are poor, they continue to remain poor because they are uneducated. The social fervent, which recently rocked the university system to its very foundations in the wake of the acceptance of some recommendation of the Mandal Commission, is a tragic example of the volcanic eruption of smouldering of social discontent chummed by the vicious circle outlined above.

During the medieval times Muslims brought with them the concept of an egalitarian society, as they believe that all human beings are children of God and as such equal. Although the two communities, Hindus and Muslims have been living together for several centuries and exchanging culture and traditions and also adding through this to the already rich cultural heritage of Nation, there has been no significant dent in the system of caste stratification.

Whatever educational development has taken place among the scheduled castes and the scheduled tribes, it has remained uneven, several studies have been very unevenly utilised. The spread of education among SC's and ST's has remained uneven. Only a few among them have been able to take greater advantage, whereas many of them have not been able to do so. The same situation has arisen between the scheduled groups and the non-scheduled groups with the help of reserved seats in educational institutions and various types of educational assistance, the scheduled groups move forward. But, starting from lower primary level to higher education, though the number of their students is increasing year by year, they always lay behind the non-scheduled groups.

Although all these historical events and processes brought about a change in the attitudes of Indian people and as a result the values of secularism, democracy, humanism and equality of opportunity have become popular. Despite this, the traditional caste structure of the Hindus has remained the dominant structure and the membership of caste has been determining factor in a person's life chances even in the secular spheres of activity. In fact what has happened is that Indian society is not stratified only in terms of the caste and *varna* but also in terms of the economic classes. The Indian polity today is also divided into various religious communities and linguistic groups with unequal access to goods and services and the wealth available to the nation.

It is, therefore, pertinent to study as to what factors of background determine an individual's chances of entering an institution of higher education. In other words it is highly relevant at this point of time to examine how far the constitutional provision of equality of access to higher education has been achieved after about six decades of independence and practice of socialistic principles of the Constitution. It is therefore high time to identify the groups who have benefited from the expansion of the facilities for higher education. The present study is an attempt in this direction and It is also intended to study the causes of phenomena of inequalities in access to higher education. The study is titled as, "Correlates of Access to Higher Education: A Study of Lakhimpur District, Assam.

Objectives of the Study

The study was intended to find out the socio-economic background characteristics of boys and girls who, after passing out from Higher secondary school (+2 stage), go to college. It was also intended to compare the socio-economic characteristics of these persons with those who, after passing out from the Higher secondary stage, do not go to college.

Research Questions

Since the study is a social survey, no hypotheses are proposed to be tested. Instead, the study is addressed to seek answers to the following research questions.

1. Do rural and urban residents have equal access to higher education ?
2. Do different religious communities have equal access to higher education ?
3. Do members belonging to different social *categories* have equal access to higher education ?

Delimitation

Due to the paucity of time and resources at the disposal of the investigator, the study could not be made on a national or even a state scale and as such is delimited to the examination of a sample from only one district, namely Lakhimpur District of Assam.

Methodology

Descriptive survey method has been adopted for the present study. The students who passed Higher Secondary (class XII) Examination in the year 2005 from the schools/colleges in district Lakhimpur form the population for this study. A sample of 20% of these students, drawn through a random procedure from each school, formed the sample for the study. A socio-economic survey schedule with items was applied to obtain information on the respondent's socio-economic background. The information collected through the schedule was supplemented with a personal interview with the respondents. The collected data was classified and tabulated according to the socio-economic variables and proportions of different categories under each variable were compared.

Table 1. Distribution of Respondents' Educational Attainments by Their Gender

Respondents'Education	P	M	F
Higher Secondary	217 (36.05)	104 (29.80)	113 (44.66)
Graduation (Liberal Arts)	248 (41.20)	161 (46.13)	87 (34.39)
Professional Graduation	34 (5.65)	22 (6.30)	12 (4.74)
Post-Graduation	103 (17.11)	62 (17.77)	41 (16.21)
Total	602 (100)	349 (57.97)	253 (42.03)

The figures in parentheses are percentages

Table 1 gives the distribution of respondents' educational attainments by their gender. This table shows that out of 602 respondents – 349(57.97%) male and 253(42.03%) female - 217(36.05%) – 104(29.80%) of the male and 113(44.66%) of the female – had discontinued their education after passing out from the higher secondary stage; 248(41.20%) – 161(46.13%) of the male and 87(34.39%) of the female – had acquired a graduation in liberal arts/post higher secondary diploma; 34(5.65%) – 22(6.30%) of the male and 12(4.74%) of the female – had acquired a professional graduation and 103(17.11%) – 62(17.77%) of the male and 41(16.21%) of the female – had acquired a post-graduation.

Table 2. Distribution of Respondents' Educational Attainments by Their Rural Urban Residence

Residence	Educational Attainments														
	Higher Secondary			Graduation (Liberal Arts)			Professional Graduation			Post-Graduation			Total		
	P	M	F	P	M	F	P	M	F	P	M	F	P	M	F
Rural	155 (44.67)	79 (39.70)	76 (51.35)	131 (37.75)	84 (42.21)	47 (31.76)	13 (3.75)	8 (4.02)	5 (3.38)	48 (13.83)	28 (14.07)	20 (13.51)	347 (100)	199 (100)	148 (100)
Urban	62 (24.31)	25 (16.67)	37 (35.24)	117 (45.88))	77 (51.33)	40 (38.10)	21 (8.24)	14 (9.33)	7 (6.67)	55 (21.57)	34 (22.67)	21 (20)	255 (100)	150 (100)	105 (100)
Total	217 (36.05)	104 (29.80)	113 (44.66)	248 (41.20)	161 (46.13)	87 (34.39)	34 (5.65)	22 (6.30)	12 (4.74)	103 (17.11)	62 (17.77)	41 (16.21)	602 (100)	349 (100)	253 (100)

The figures in parentheses are percentages

Table 2 gives the distribution of respondents' educational attainments by their rural - urban residence. This table shows that out of 602 respondents – 349 male and 253 female - 347(57.64%) - 199(57.02%) of the male and 148(58.5%) of the female - belonged to rural areas and 255(42.36%) – 150(42.98%) of the male and 105(41.50%) of the female - belonged to urban areas.

Table 3. Distribution of Respondents' Educational Attainments by Their Social Catrgory

Social Category	Educational Attainments														
	Higher Secondary			Graduation (Liberal Arts)			Professional Graduation			Post-Graduation			Total		
	P	M	F	P	M	F	P	M	F	P	M	F	P	M	F
GEN	49 (23.90)	20 (16.67)	29 (34.12)	106 (51.71)	63 (52.5)	43 (50.59)	11 (5.37)	8 (6.67)	3 (3.53)	39 (19.02)	29 (24.17)	10 (11.76)	205 (100)	120 (100)	85 (100)
OBC / MOBC	91 (39.91)	38 (31.40)	53 (49.53)	82 (35.96)	57 (47.11)	25 (23.36)	14 (6.14)	5 (4.13)	9 (8.41)	41 (17.98)	21 (17.36)	20 (18.69)	228 (100)	121 (100)	107 (100)
SC	40 (47.06)	30 (51.72)	10 (37.04)	25 (29.41)	16 (27.59)	9 (33.33)	4 (4.71)	4 (6.90)	0	16 (18.82)	8 (13.79)	8 (29.63)	85 (100)	58 (100)	27 (100)
ST	37 (44.05)	16 (32)	21 (61.76)	35 (41.67)	25 (50)	10 (29.41)	5 (5.95)	5 (10)	0	7 (8.33)	4 (8)	3 (8.82)	84 (100)	50 (100)	34 (100)
Total	217 (36.05)	104 (29.80)	113 (44.66)	248 (41.20)	161 (46.13)	87 (34.39)	34 (5.65)	22 (6.30)	12 (4.77)	103 (17.11)	62 (17.77)	41 (16.21)	602 (100)	349 (100)	253 (100)

The figures in parentheses are percentages

Table 3 gives the distribution of respondents' educational attainments by their social category. This table shows that out of 602 respondents' – 349 male and 253 female - 205(34.05%) – 120(34.39%) of the male and 85(33.60%) of the female - belonged to General category; 228(37.87%) – 121(34.67%) of the male and 107(42.29%) of the female - belonged to OBC's/MOBC's; 85(14.12%) – 58(16.62%) of the male and 27(10.67%) of the female - belonged to SC category and 84(13.95%) – 50(14.33%) of the male and 34(13.44%) of the female - belonged to ST category.

Major Findings

The major findings arrived at from the analysis of data are summarized as follows :

1. In the patriarchal society that we have women, in general, do not have lower access only to higher education in liberal arts but even to the higher secondary stage. However, they appear to have access equal to that of men to professional and postgraduate education. This situation is caused by the economic conditions as the poorer families which are forced to make a choice between sons and daughters give preference to sons while the well to do not mind their daughters continuing to remain in the education system longer as in this class higher educational attainments of girls brighten their marriage prospects. It must also be noted that the majority of women respondents, especially of rural origin, who have acquired a professional graduation have actually taken a degree in teaching (B.Ed) and very few of them have studied technical courses like engineering, medicine, law, etc.
2. Rural population has considerably lower access to higher education than its urban counterpart. In this respect rural women are worst off, as they have lower access not only than only the urban women but also than the rural men. Rural residents do not have lower access only to higher education than their urban counterparts.
3. When the proportions of higher secondary school graduates from different social categories are compared to their respective proportions in the population it is found the weaker sections viz. OBC/MOBC and SC's are over represented while the ST's and General categories are underrepresented. But the proportions of these school graduates entering colleges and universities shows that the General category predominates followed by OBC/MOBC and ST's, while the SC categories sends the smallest proportion of its higher secondary school graduates to colleges and universities.

In the case of professional higher education it is the OBC/MOBC's who send the largest proportion for such education while SC's send the lowest and other categories being in between. However most of the professional graduates among the OBC/MOBC's, especially among women, have acquired only degree in teaching (B.Ed) and not degrees in medicine, engineering, law etc. In this regard among the men ST's dominated while among the women it was OBC/MOBC who dominated. SC and ST women had practically no access to professional higher education. and SC' women are conspicuous by their absence professional higher education.

Conclusion

Thus the study leads to the conclusion that opportunities for higher education are unequally distributed among the different sections of the society in the District of Lakhimpur. Thus a person's access to higher education depends on the socio-economic background of the family to which the person belongs. Thus, the urban elite, upper caste Hindus continue to dominate the scene of higher education in this district like other parts of this country and the weaker sections viz. the Scheduled Castes, Scheduled Tribes, Other Backward Communities continue to lag far behind. Women among these disadvantaged sections suffer the most. Thus even after more than 60 years of independence the objective of equality, especially equality of opportunity in education and public employment, enshrined the Constitution, has not been realized and the weaker sections of the Indian society continue to remain weak despite the provision of special measures for them under the policy of protective discrimination.

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A STUDY ON PHYSICAL FITNESS PROFILE OF NATIONAL LEVEL JUNIOR MALE CRICKETERS

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Abstract

Physical fitness is the prime factor in a person to live a full length of life. The purpose of the study was to measure and compare the physical fitness level of national level cricket players. Total fifty (50) National level Junior male cricketers age ranges between under 16 to under 19 years were selected at random from the state of West Bengal as subject for this study. To asses physical fitness status of the subjects fitness test consisting of i) Push up (*Upper body strength),*ii) Prone hold (*Core stability)*,iii) Squat body weight(Strength Testing),iv) Yoyo intermittent recovery test(Aerobic Testing),v)Vertical jump (Power),vi) 20 mt. Speed(Speed),vii) 40 mt. Speed(Speed),viii) Run-a-three(Agility)*respectively*. Analyzing the data it was found that bowlers were significantly better in Push up, Yo Yo intermittent Test and Vertical Jump Test. In other words Bowlers were superior than Batsman in upper arm strength, aerobic capacity and explosive power. On the other hand no significant difference was observed in Prone hold, Squat Body Weight, 20 metres speed, 40 metres speed and run-a-three among batsman and bowlers.

Key Words : Physical Fitness, Prone Hold, Run-A-Three

Introduction

Movement is basis to any advance which mark has made. It is wholly accurate to say that man has learnt and does now learn through his movements. As he places, associates and shapes with his hands, his education broadens. He becomes educated through the anatomical and physiological functions which make such movement. Play is essentially important for his welfare, his survival and his cultural status.

Now a day's cricket is a very popular game. It is an essentially English ball game, which has been played from the 16th century. This game being introduces in India by British during their colonial period. Now cricket being played at all level and every corner of the country. At present in India it is highly popular game. Cricket has now become a competitive game. For this reason physical fitness is very much essential for the players apart from the skill. In International cricket the players were found to be concentrating in keeping themselves in fit condition. Physical fitness is so synonymous to cricket that we can find with every national and International team, there has been a physical fitness trainer.

Purpose of yhe Study

The purpose of the present study were as follows

i) To find out the level of Physical Fitness among national level junior male cricketers.
ii) To compare Physical Fitness characteristics among batsman and bowlers.

Methods

Total fifty (50) National Level Junior Male Cricketers age ranges between under16 to under 19 years were selected at random from the state of West Bengal as subject for this study.

The following parameters had been selected for measured Physical Fitness of cricketers designed by National Cricket Academy. The variables selected for the cricketers were

i) Push up (Upper body strength).
ii) Prone hold (Core stability).
iii) Squat body weight(Strength Testing).
iv) Yoyo intermittent recovery test (Aerobic Testing).

v) Vertical jump (Power).
vi) 20 mt. Speed (Speed).
vii) 40 mt. Speed (Speed).
viii) Run a three (Agility).

Results

Table 1. Descriptive statistics of Physical Fitness Measures of Batsman

Physical Fitness Items	Mean	SD	Range
Push up (nos)	15.33	5.69	8-25
Prone hold (sec)	1.10	0.11	0.35-1.29
Squat Body Weight (nos)	35.18	16.96	15-42
Yo yo Intermittent Test (mts)	700.14	41.77	612-745
Vertical Jump (cm)	38.12	6.12	24-45.1
20 Meter Speed (sec)	3.41	0.11	3.10-3.86
40 Meter Speed (sec)	6.18	0.22	5.58-7.53
Run a Three (sec)	10.22	0.26	10.3-11.75

Table 1 represent mean, SD and range of Physical Fitness Parameters of Batsman National Level Cricketers. The mean value of selected Physical Fitness measures such as Push ups (Nos.), Prone hold(sec), Squat Body Weight (nos), Yoyo Intermittent Test(mts), Vertical Jump(cm), 20 Meter Speed(sec), 40Meter Speed(sec), Run a Three(sec) were 15.33 (Nos), 01.10sec, 31.18 (nos), 700.14 (mts), 38.12 (cm), 3.41 (sec), 6.18 (sec) and 10.22 (sec) respectively.

Table 2. Descriptive statistics of Physical Fitness Measures of Bowlers

Physical Fitness Items	Mean	SD	Range
Push up (nos)	26.11	6.01	16-37
Prone hold (sec)	1.53	0.08	0.58-2.48
Squat Body Weight (nos)	37.11	13.12	9-51
Yo yo Intermittent Test (mts)	769.69	44.59	651-854
Vertical Jump (cm)	39.13	8.19	21-53.9
20 Meter Speed (sec)	3.39	0.13	3.02-3.53
40 Meter Speed (sec)	6.15	0.20	5.53-7.27
Run a Three (sec)	10.11	0.24	9.72-11.42

Table 2. represent mean, SD and range of Physical Fitness Parameters of Junior National Level Bowlers. The mean value of selected Physical Fitness measures such as Push up(No), Prone hold(sec), Squat Body Weight (no), Yoyo Intermittent Test(mts), Vertical Jump(cm), 20 Meter Speed(sec), 40Meter Speed(sec), Run a Three(sec) were 26.11(nos),1.53 (sec),37.11 (nos), 769.69 (mts), 39.13 (cm), 3.39 (sec), 6.15 (sec) and 10.11 (sec)respectively.

Table 3. Comparison of Means of Physical Fitness Components among Batsman and Bowlers

Physical Fitness Components	Gr Batsman M_1	Gr Bowlers M_2	t
Push ups (nos)	15.33 ± 5.69	26.11 ± 6.01	5.12*
Prone hold(sec)	1.10 ± 0.11	1.53 ± 0.08	1.69
Squat Body Weight (no)	35.18 ± 16.96	37.11 ± 13.12	1.56
Yoyo Intermittent Test (metres)	700.14 ± 41.77	769.69 ± 44.59	3.44*
Vertical Jump (cm)	38.12 ± 6.12	39.13 ± 8.19	4.10*
20 Meter Speed (sec)	3.41 ± 0.11	3.34 ± 0.13	0.96
Run- a- Three(sec)	10.22 ± 0.26	10.11 ± 0.24	0.45

Table 3 shows the mean and SD of different Physical Fitness components among batsman and bowlers. In Push Ups, Yoyo Intermittent Test , Vertical Jump these was a significant difference at 0.05 level of confidence but in other selected Physical Fitness components there were no significant difference between batsman and bowlers. To be significant at 0.05 level of confidence the t value should be greater than 2.01.

Discussion of the Findings

Physical fitness plays an important role for performing any sporting activity. In competitive Sports fitness enhances performance as well as prevents injuries. In Cricket, especially in present scenario, optimum level of fitness is required for batsman, bowler, and wicket keeper as well as for other fielders. In the present study Physical Fitness Protocol construct by National Cricket Academy was administered upon batsman and bowlers National Level Junior Cricketers.

After comparing physical fitness between Bowlers and Batsman together it was observed that bowlers were significantly better in Push up, Yo Yo intermittent Test and Vertical Jump Test. In other words Bowlers were superior than Batsman in upper arm strength, aerobic capacity and explosive power. On the other hand no significant difference was observed in Prone hold, Squat body weight, 20 metres speed, 40 metres speed and Run-a-three among batsman and bowlers. So part of the findings in relation to physical fitness among batsman and bowler does agree with the hypothesis as mention earlier.

Conclusion

Under the conditions of the present study the results seem to conclude the following :

- In Physical Fitness components Bowlers were better in comparison to Batsman in Push up, Yo yo intermittent Test and Vertical Jump Test components.
- There was no significant difference existed between Batsman and Bowlers in Prone hold, Squat Body Weight, 20 metres Speed, 40 metres speed and Run-a-three.

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A STUDY OF INTROVERT-EXTROVERT AND SELF-CONCEPT OF ATHLETES OF WEST BENGAL

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Abstract

The aim of the present study is of Introvert-Extrovert and self concept of athletes of West Bengal. Two Hundred Athletes i.e. one hundred male and one hundred athletes were taken for the study between the age group of 18 – 22 Years. Neman Kuder Personality Test was used for the study. It is concluded that highly self concept athletes have significantly high extravert than the low self concept. The Male high self concept athletes have high extravert than female high self concept athletes.

Key Words : Extrovert, Introvert, Athletes, Self concept.

Introduction

Athletics is an exclusive collection of sporting events that involve competitive running, jumping, throwing, and walking. The most common types of athletics competitions are track and field, road running, cross country running, and race walking. The simplicity of the competitions, and the lack of a need for expensive equipment, makes athletics one of the most commonly competed sports in the world. Athletics is mostly an individual sport, with the exception of relay races and competitions which combine athletes' performances for a team score, such as cross country. The International Association of Athletics Federations, the sport's governing body, defines athletics in five disciplines: track and field, road running, race walking, cross country running, and mountain running. All forms of athletics are individual sports with the exception of relay races. However, athletes' performances are often tallied together by country at international championships, and in the case of cross country the finishing times of the top athletes from each team or country are combined to declare a team victor. Track and field athletics are the oldest forms of organized sport, having developed out of the most basic human activities – running, walking, jumping and throwing. From the earliest times running has been a natural part of Mans existence, whether he was catching animals for food or escaping from predators. However, he also began to run for pleasure and then competitively, leading to a desire to improve on his speed or ability to run farther. In time, running came to be used as a means of communication and the fastest runners became messengers between villages or countries, carrying news of important events or war. Later there were long distance messengers who ran for a whole day bearing tidings affecting the lives of their compatriots, such as the legendary Pheidippides who is supposed to have run from Athens to Sparta to request help against an invading Persian force. Track and field is one of the oldest of sports. Athletic Contests were often held in conjunction with religious festivals, as with the Olympic Games of ancient Greece. Track and Field as a modern sport started in England during the 19th century. English public school and University Students gave the sport impetus through their inter class meets, or meetings. In 1896 the first Modern Olympic Games were staged Extraversion Extraversion is "the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self". Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. Politics, teaching, sales, managing and brokering are fields that favour extraversion. An extraverted person is likely to enjoy time spent with people and find less reward in time spent alone. They tend to be energized when around other people, and they are more prone to boredom when they are by themselves.

Introversion is "the state of or tendency toward being wholly or predominantly concerned with and interested in one's own mental life". Introverts are people whose energy tends to expand through reflection and dwindle during interaction. Introverts tend to be more reserved and less outspoken in large groups. They often take pleasure in solitary activities such as reading, writing, music, drawing, tinkering, playing video games, watching movies and plays, and using computers;

along with some more reserved outdoor activities such as fishing. In fact, social networking sites have been a thriving home for introverts in the 21st century, where introverts are free from the formalities of social conduct and may become more comfortable blogging about personal feelings they would not otherwise disclose. Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and non academics), gender roles and sexuality, racial identity, and many others. While closely related with self-concept clarity (this "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it Presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. The objectives of the study were to examine the Introvert-Extrovert of Athletes & examine the Self-concept of Athletes in West Bengal.

Methodology

For the present study 200 Sample were selected from West Bengal during the Athletics Competitions during the year 2012-13. The effective sample consisted of 200 subjects, out of whom 100 subjects were Male and 100 subjects were Female. The age range of subjects where 18 to 22 years. This test is developed and standardized by Neman Kuder. The test consisted of 30 Items. The subjects were required to respond to each item in terms of 'YES' OR 'NO'. The reliability coefficient of the test was found 0.85 with Spearman Brown formula. The validity coefficient was found 0.83. The study was conducted in two phases. In the first phase, Self-concept test were give on the 200 Athletes in West Bengal during Athletics Competitions in the Year 2012-13. The data were obtained and median value on frustration test was calculated. Players at and above median value were treated as having High Self concept Athletes and below median value were treated as having Low Self-concept Athletes. From among 200 Athletes, 100 Athletes having High Self-concept and 100 Athletes having Low Self-concept were selected. The selected Players were subjected to mental health Inventory in the second phase. The obtained data analyzed using two way ANOVAs.

Variable

Independent variable : Self-concept – a) High b) Low, Sex – a) Male b) Female

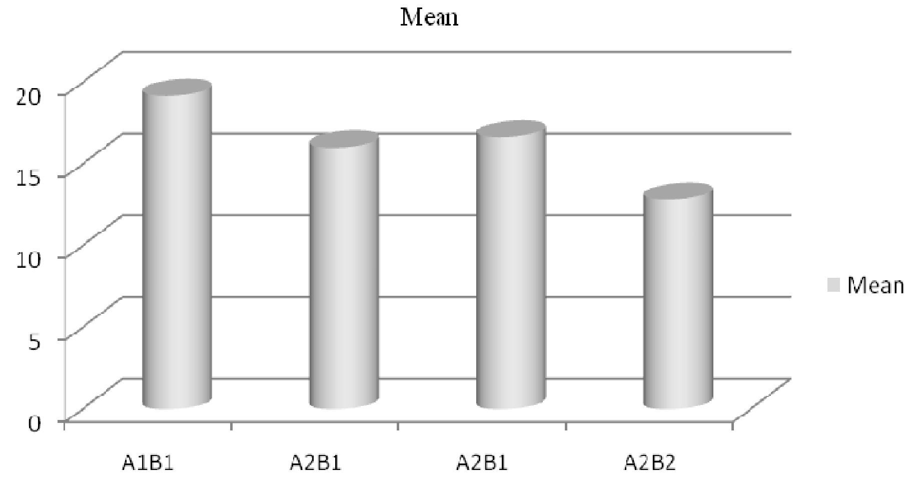
Dependent Variable : Extrovert-Introvert

Statistical Treatment of Data

Athletes Shows the mean S.D and't' value of 'Extrovert-Introvert'

Factor	Group	A1B1	A2B1	A2B1	A2B2
Extrovert-Introvert	Mean	19.18	16.01	16.65	12.83
	S.D.	0.76	0.88	0.97	1.24

A = Self-concept B = Gender, A1 = High, A2 = low B1 = Male, B2 = Female



Summary of Two Way ANOVA

Source	Ss	df	MS	F	P
A: Self concept	609.01	1	609.01	633.91	< 0.01
B: Gender	406.13	1	406.13	422.74	< 0.01
AXB	5.13	1	5.13	5.66	< 0.05
Within	188.3	196	0.96		
Total	1208.88	199			

From the Summary and graph it is seen that main effect A is highly significant main effect A refer to the factor Dimension. It was varied at two levels i.e. High Self-concept and Low Self-concept it was assumed High Self-concept and Low Self-concept differ significantly with regards to Extrovert-Introvert. Since the main effect A is highly Significant (F = 633.91, df = 1and 196, $P < 0.01$) It is Clear that High Self-concept and Low Self-concept Subjects Differ Significantly From each other from the mean scores and graph it was found that the High Self-concept had significantly High Extrovert than the Low Self-concept this Result Support the Hypothesis. The Second Independent Variable the Factor of Gender It was also varied at two levels. The effective sample was divided in to two groups, Male and Female. Main effect has yielded highly significantly result and F = 422.74 for 1 and df 196 is significant beyond 0.01 level ($P < 0.01$).

Conclusion

From the result it was found that

1. high self-concept athletes have significantly high extrovert than the low self-concept athletes.
2. male high self-concept athletes have significantly high extrovert than the high self concept female athletes.

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COMPUTER APPLICATION IN GEOGRAPHY

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Abstract

The computer has drastically transformed both the world of geography as an academic discipline and the geography of the world in which we live. This paper traces the evolution of computers from being a tool for geographers to collect, analyze, map, and visualize data since the mid- to late-1950s to increasingly becoming an integral part of the world geographers study by the end of the 20th century. Computers have enriched the discipline of geography with the development of automated geography, GIS, and the virtual geographical study. The increasing realization of geography, as evidenced by the emerging digital individuals, virtual cities, and digital earth, has raised many fundamental scientific, socioeconomic, and ethical questions that need further investigation. To better understand the world, geographers must try to rely on state-of-the-art computers on the one hand, and at the same time, recognize the fundamental limits of computation and build dialogues with a variety of different scholarly traditions.

Key Words : Remote Sensing, GIS, Geography software, Map making, Ground survey.

Introduction

Computers have revolutionized geography. Computer technology has opened new arenas of research, and allowed previously unthinkable computations. The increasing technological advancements in computers have helped to aid geography in many ways. Computer science has contributed greatly to the field of geography and has allowed geographers to accurately and spectacularly view and observe the earth and human culture. Four major ways in which computers have changed geography are in geography software, remote sensing, Geographic Information System (GIS) techniques and mapping. Many of the skills that modern physical geographers use are computer based, and advanced study of Geography goes hand-in-hand with computers. Physical geography can provide applied examples of the use of computers in an environmental context, and computer science can give the technical background to some of the techniques that geographers encounter. The advancement of computer science has allowed for great increases in the quality and power of geography software. Today there are cars with navigation systems that are based on Global Positioning Systems (GPS). These navigation systems feature huge maps that can cover the whole world. The maps are detailed and have every road, river, and highway included. These navigation systems are becoming more and more affordable, and demonstrate a relation between geography and computer science.

Objectives

i) To develop an awareness of the types of map that can be drawn by computer.
ii) To show how to import and edit location and attribute data with special reference to Small Area Population Statistics (SAPS) data.
iii) To demonstrate the major types of analytical tools available for the analysis of raster and vector data.
iv) To illustrate advantages and disadvantages of GIS.

History of Development

One of the first applications of spatial analysis in epidemiology is the 1832 "Rapport sur la marche et les effets du choléra dans Paris et le département de la Seine". The French geographer Charles Picquet represented the 48 districts of Paris by halftone colour gradient according to the percentage of deaths by cholera per 1,000 inhabitants. In 1854 John Snow depicted a cholera outbreak in London using points to represent the locations of some individual cases, possibly the earliest use of a geographic methodology in epidemiology.

The early 20th century saw the development of photozincography, which allowed maps to be split into layers, for example one layer for vegetation and another for water. This was particularly used for printing contours – drawing these was a labour intensive task but having them on a separate layer meant they could be worked on without the other layers to confuse the draughtsman. This work was originally drawn on glass plates but later plastic film was introduced, with the advantages of being lighter, using less storage space and being less brittle, among others. When all the layers were finished, they were combined into one image using a large process camera. While the use of layers much later became one of the main typical features of a contemporary GIS, the photographic process just described is not considered to be a GIS in itself – as the maps were just images with no database to link them to.

The year 1960 saw the development of the world's first true operational GIS in Ottawa, Ontario, Canada by the federal Department of Forestry and Rural Development. Developed by Dr. Roger Tomlinson, it was called the Canada Geographic Information System (CGIS) and was used to store, analyze, and manipulate data collected for the Canada Land Inventory – an effort to determine the land capability for rural Canada by mapping information about soils, agriculture, recreation, wildlife, waterfowl, forestry and land use at a scale of 1:50,000. CGIS supported a national coordinate system that spanned the continent, coded lines as arcs having a true embedded topology and it stored the attribute and locational information in separate files. As a result of this, Tomlinson has become known as the 'Father of GIS', particularly for his use of overlays in promoting the spatial analysis of convergent geographic data. CGIS lasted into the 1990s and built a large digital land resource database in Canada. The CGIS was never available commercially.

In 1964 Howard T. Fisher formed the Laboratory for Computer Graphics and Spatial Analysis at the Harvard Graduate School of Design (LCGSA 1965–1991), where a number of important theoretical concepts in spatial data handling were developed, and which by the 1970s had distributed seminal software code and systems, such as SYMAP, GRID, and ODYSSEY – that served as sources for subsequent commercial development—to universities, research centers and corporations worldwide.

By the early 1980s, M&S Computing (later Intergraph) along with Bentley Systems Incorporated for the CAD platform, Environmental Systems Research Institute (ESRI), CARIS (Computer Aided Resource Information System), MapInfo(MapInfo) and ERDAS (Earth Resource Data Analysis System) emerged as commercial vendors of GIS software, successfully incorporating many of the CGIS features, combining the first generation approach to separation of spatial and attribute information with a second generation approach to organizing attribute data into database structures. In parallel, the development of two public domain systems (MOSS and GRASS GIS) began in the late 1970s and early 1980s. In 1986, Mapping Display and Analysis System (MIDAS), the first desktop GIS product emerged for the DOS operating system. This was renamed in 1990 to MapInfo for Windows when it was ported to the Microsoft Windows platform.

Modern Technology

There are many geography software programs that facilitate the study of geography. There are mapping software that can aid cartography, map production and revision, geospatial metadata, and different landform scanning programs. For example, there are topographic mapping applications like Aero-Triangulation System software that is a collection of FORTRAN and C programs, UNIX scrip, and text files that are used to produce image coordinate enhancement, block adjustment, statistical reporting, and plotting of maps. There are also geologic mapping applications like that compile geologic maps in the computer as spatial databases and that can be used to make cartographic pictures and analytic solutions. Additionally, geophysical programs assist studies of the oceanic landforms and other geological formations.

Furthermore, there are many computer programs for home-users and the general public that greatly aid the study of geography. Programs like Microsoft Atlas feature help to avail thousands of maps for the whole world. These programs often feature multimedia elements that allow the user to explore the earth in many ways. For example, there are population maps and movies that help to teach geography.

Remote sensing is a very broad subject that allows for the extracting of information about an object without coming into any physical contact with that object. This is a broad definition, though. In relation to geography remote sensing allows for the observation of the earth's physical features through electronic equipment that is designed with computer software. Remote sensing allows for geographers to view the earth from thousands of miles above the surface of the earth. This greatly enhances the subjects of meteorology and geographical techniques. Through remote sensing geographers can learn about the earth's land, water, and atmosphere. They can also learn about the condition of water quality, vegetation, pollution levels, and mountain ranges. Remote sensing also allows geographers to construct extremely precise maps that greatly aid cartographers. The link between geography and computer science continues to grow stronger. Hopefully, in the future these technologies will aid in solving some of the world's severe problems with overpopulation, pollution, natural disasters, and agriculture.

Another important development is GIS, which is Geographic Information Systems. This is a method of map-making that is solely produced by the computer. The computer programs can analyze, manipulate, and display spatial information on the screen. These technologies are giving geographers greater freedom to study remote areas of the world. The changes that have occurred in geography because of computer science have been vital to the field, and will continue to speed up research and discovery. Modern GIS technologies use digital information, for which various digitized data creation methods are used. The most common method of data creation is digitization, where a hard copy map or survey plan is transferred into a digital medium through the use of a CAD program, and geo-referencing capabilities. With the wide availability of ortho-rectified imagery (both from satellite and aerial sources), heads-up digitizing is becoming the main avenue through which geographic data is extracted. Heads-up digitizing involves the tracing of geographic data directly on top of the aerial imagery instead of by the traditional method of tracing the geographic form on a separate digitizing tablet (heads-down digitizing).

Computers streamlined record-keeping and introduced new methods in teaching geography. The spatial and pattern analyses made possible by computer technology have also facilitated interdisciplinary communication between geography and other fields of academic endeavor.

Disadvantages of Computer Application

a) **Health Problem and GIS:** There are crisis in modern life and the quality of life for the majority of the world's inhabitants has been declining in both relative and absolute terms. In addition, the world's disease burden is realized today. Geographical information systems (GIS) technology, therefore, is a tool of great inherent potential for health research and management. The spatial modelling capacity offered by GIS is directly applicable to understanding the spatial variation of disease, and its relationship to environmental factors and the health care system. Whilst there have been numerous critiques of the application of GIS technology to developed world health problems it has been less clear whether the technology is both applicable and sustainable in a particular geographical setting.

b) **Lack of Ground Survey:** In many studies application of GIS without proper ground survey brings faulty results.

c) **High Cost of Establishment:** High cost of GIS software is a problem for common people and many organizations.

d) **Uncertainties:** GIS accuracy depends upon source data, and how it is encoded to be data referenced. Land surveyors have been able to provide a high level of positional accuracy utilizing the GPS-derived positions. High-resolution digital terrain and aerial imagery, powerful computers and Web technology are changing the quality, utility, and expectations of GIS to serve society on a grand scale, but nevertheless there are other source data that have an impact on overall GIS accuracy like paper maps, though these may be of limited use in achieving the desired accuracy since the aging of maps affects their dimensional stability.

In developing a digital topographic data base for a GIS, topographical maps are the main source, and aerial photography and satellite images are extra sources for collecting data and identifying attributes which can be mapped in layers over a location facsimile of scale. The scale of a map and geographical rendering area representation type are very important aspects since the information content depends mainly on the scale set and resulting location of the map's representations. In order to digitize a map, the map has to be checked within theoretical dimensions and then scanned into a raster format, and resulting raster data has to be given a theoretical dimension by a rubber sheeting/warping technology process.

A quantitative analysis of maps brings accuracy issues into focus. The electronic and other equipment used to make measurements for GIS is far more precise than the machines of conventional map analysis. All geographical data are inherently inaccurate, and these inaccuracies will propagate through GIS operations in ways that are difficult to predict.

Conclusion

The versatility of GIS and other computer-based systems used by geographers has blurred the boundaries between geography, other fields of study and practical applications. GIS integrates cartographic mapping systems with innumerable databases. Maps can now be created that visually show patterns. Those patterns can be geophysical, sociological, demographic, hydrological, topographical, seismological, meteorological or political. These studies can be extremely detailed. For example, a GIS map integrated with local databases could show how many students in an institution are scoring good marks, their economic condition and where they live.

Geographers are now routinely employed by the military, by businesses, by social work agencies and by non-geographer co-academics. The example above about students demonstrates how geographers, equipped with these new systems, can help in various other practical fields to conserve resources by accurately targeting efforts. Computers can generate multiple overlays that provide important clues about correlative factors affecting the environment. Energy production and consumption patterns can be combined with meteorological data. Land use patterns can be combined with hydrological data. Atmospheric patterns can be mapped over time to establish trends. Population densities can be correlated with altitude. this much integrated information on the relation between humans and the planet could not be done without GIS.

Computers have become so critical to the practice of geography that lack of computers in many impoverished areas has led to a crisis in geography education. The changes created by computers in the very character of geography as academic discipline and practice constitute a technological phase-shift that has rendered pre-computer geography virtually obsolete. The computer has become an essential tool to "do" geography. Geography has become, for all practical purposes, a computer-based science.

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E- GOVERNANCE IN GLOBAL EDUCATION SYSTEM : KNOWLEDGE MANAGEMENT BASED APPROACH

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Abstract

India is one of the leading countries venturing into e-Governance. Recently, the Indian government has set the target of delivering at least 25 percent of dealings and services electronically now a day E-governance occupies the topmost position in the development agenda of almost all governments in the world and lot of money is being pumped to various eGovernance initiatives. In India E Governance in Global Education System using Knowledge Management Approach A knowledge economy is in effect, a hierarchy of networks, driven by the acceleration of the rate of change and the rate of learning, where the opportunity and capability to get access to and join knowledge intensive and learning intensive relations determines the socio economic position of individuals and Firms. In this context governance systems need to promote new ways of system evaluation. A core function of technical education system is to be an intensive knowledge sharing organization. It is, thus, essential to manage its knowledge resources more effectively. Knowledge resources are the key to a scholarly teaching learning environment E-Governance system may also encourage technical institutes to support knowledge sharing between institutes and government that will ultimately strengthen the technical education system in the country.

Introduction

In all societies, the formation of public governance is largely dependent on its contextual parameters, including social structures, economic condition, political atmosphere, cultural pattern and technological trend. The nature of governance often changes depending on the intensity and speed of transition in some of these surrounding factors. In the current age, one of the most significant contextual phenomena affecting public governance is the revolution in information and communicating technology (ICT).

India is one of the leading countries venturing into e-Governance. Recently, the Indian government has set the target of delivering at least 25 percent of dealings and services electronically. In this regard the Indian government major policy measures have been defined in computer density, connectivity content, cost and cyberlaws. More specifically, The Indian government has decided to boost computer connectivity by improving telecommunication system based on optic fibre networks; to upgrade content by making government sources on computers readable by ordinary citizens to cover the cost of ICT by ensuring adequate allocation in the national budget and to introduce cyberlaws by adopting the Information Technology Act. Under this overall policy framework , the government has introduced various measures for e-governance, which can be categorized into national and state-level initiatives and institutions.

Electronic governance or EGovernance is the latest buzzword for governments trying to involve people in administration, address transparency in the bureaucracies and make themselves more responsive to their citizens. The benefits of Egovernance are faster decision making, reduction of duplication of work, detection of corruption and illegal transaction, prevention of knowledge drain. Now a day E-governance occupies the topmoast position in the development agenda of almost all governments in the world and lot of money is being pumped to various eGovernance initiatives. Therefore very intelligent planning is required to produce desired results.

The spectrum of E-Governance is beyond the scope of e-government. While e-government is defined as a merely delivery of basic government service and information to the general public using electronic ways, E-Governance allows direct participation of constituents in government activities. Blake harris summarizes the E-Governance as the following; E-Governance is not just about government Website and E-Mail. It is not just about service delivery over the internet. It is not just about digital access to government information or electronic payments. It will change how citizen relate to each other. It will bring new concepts of citizenship, both in terms of needs and responsibilities. E-Governance will allow citizens to Communicate with government; participate in the government's policy making and citizens to communicate to each other. The E-Governance will truly allow citizens to participate in the government decision making process, reflect their true needs and welfare by utilizing e-governemnt as a tool.

Governments all over the world are attempting to move from the era of efficiencies in the service sector to that of effectiveness in providing services (Satyanarayana, 2004). They are convinced that a significant transformation of governance is possible if the tools of the digital world are strategically deployed. The state government has begun to computerize most departments, especially the education department. In major city Bangalore, is known as an IT hub attracting over 1500 IT companies from advanced industrial nations and its Indian Institute of Information Technology has a very advanced infrastructure and IT facilities (Silicondia, 2001) Furthermore under its department of Information Technology, the government plans to create a centre of E- Governance. It recently signed a memorandum of understanding with the Microsoft Company with a view to computerizing all departments. Similarly the government of Tamil Nadu strongly committed to transforming the state into an advanced system of e-governance by computerizing all departments.

Education is a major concern of almost all countries in the world. Government envisions to produce quality graduates to help them propel their country in the aspect of economy, political and social. The Government of many countries invests in education to put up educational institution they directly control to maintain academic excellence and to eventually become Center of Academic Excellence.

Knowledge based in Economy with reference to India "we are living through a period of profound change and transformation of the shape of society and its underlying economic based…the nature of production, trade, employment and work in the coming decades will be different from what is today. A knowledge economy is one in which knowledge is the key resource. It is not a new idea that knowledge plays an important role in the economy and Education at large. All economies, however simple are based on Knowledge Management; the use of knowledge has been increasing since the industrial Revolution. But the degree of incorporation of knowledge and information to the economic activity is now great that is inducing quite profound structural and qualitative advantage.

In India E Governance in Global Education System using Knowledge Management Approach is important because A knowledge economy is in effect, a hierarchy of networks, driven by the acceleration of the rate of change and the rate of learning, where the opportunity and capability to get access to and join knowledge intensive and learning intensive relations determines the socio economic position of individuals and Firms. As firms develop new product and process, firms determine which activities they will undertake individually or in collaboration with the universities or research institutions and which the government will support. Innovation is thus the result of numerous interactions between actors and institutions. The Indian Vision of a knowledge-based economy will be realized only when it is based on the foundation of a robust industrial economy. To be truly beneficial, the rain of IT must fall in the right place, in the right quantity, at the right time Right purpose. The Indian software industry has compiled an impressive track record over the past decade.

Education system is the important service sector that needs more focus on E-Governance deployment, especially for Technical Education System (TES). Tes is an important facilitator of economic development. It is also a major focal area of government intervention due to its higher social and global importance. Government system provides adequate control over the technical education that needs new innovative assessment technique. We have suggested one innovative technique (e.g KM based AHP), which can be used for TES evaluation. Government support is essential to accomplish this task. The government process provides the knowledge based input which maybe used for critical decision making.

TES which at a much faster rate, creates a lot of opportunities but at the same time requires sufficient control over the technical institutes to follow the quality standards of education (Liberatore and Nydick, 1999). This need to monitor and evaluate periodically the performance of the institutes is based on several criteria. The quality evaluation of the institute's means to decide quality factors or criteria based on critical Knowledge Management (KM) based evaluation. Saxena and Wadhwa (2004) suggest growing need for focusing on the influence of knowledge transfer in human resource development. They have given adequate direction to incorporate globalization and knowledge management in human resources development systems in order to meet digital era goals. TES is facing a huge challenge because of constraints in resources such as finance, trained teachers, infrastructure and costly technologies (Bodin and Gass, 2003). In order to provide potential services to students, the TES is making use of KM and E-learning as means of promotion and improving upon the quality of technology. E-learning has the potential to revolutionize the basic tenets of learning by making it individual rather than institution or industry based, more concerned about TES knowledge transfer and training, eliminating clock hour measures in favor of performance and outcome measures.

Present evaluation system for any institute is based on the certain criteria and experts evaluate the performance on their individual benchmark and standards, which are direct evaluations based on the allotment of marks. KM can help us to generate the useful data and selection of critical components of the objective and thereafter Analytical Hierarchy Process (AHP) is the tool, which facilitates in the entire critical decision making and has the potential to improve existing system of evaluation and Decision making (Ray and Triantaphyllou, 1999). The central problem is how to evaluate a set of alternatives in terms of a number of criteria. To overcome this problem we suggested KM based procedures to acquired critical factors. AHP based evaluation of any technical institute which is facilitated by KM inputs is suggested as an alternative because of present methodology being conflicting, inaccurate and lengthy. In this application the final decision depends on the evaluation of a set of alternatives in terms of number of decision criteria developed by KM processes. This paper examines evaluation case of four institutions in which criteria are generated through KM process and critically evaluates the issues involved, when the AHP method is used to apply for ranking of the institutes. The method takes into account various changes in educational system and analyzes the result(s) faster and effectively. We analyze the performance of the different technical institutes by using AHP and suggested the improvement possible in assessment by using this approach.

Governance supports the technical institutes in various manner with its various supportive components like autonomy, sociability, pro-activity and reactivity. Every organization is built on governance in TES (kumar and Wadhwa), 2003). Governance support technical institutes in various manner with its various supportive components like autonomy, sociability, proactivity and reactivity. Every organization is built on governance, whether formal or informal, ineffective or successful. In order to survive and thrive in the electronic age, government must change the way they buy business tools, software packages, information, global accessibility, more flexibility in operation and even services. The governance process is knowledge intensive with regular updates on knowledge. In this context, e governance can ensure more web based services, decisional supports, financial aids, easy interaction, training, etc that can help improve qualitative and procedural performances of the TES.

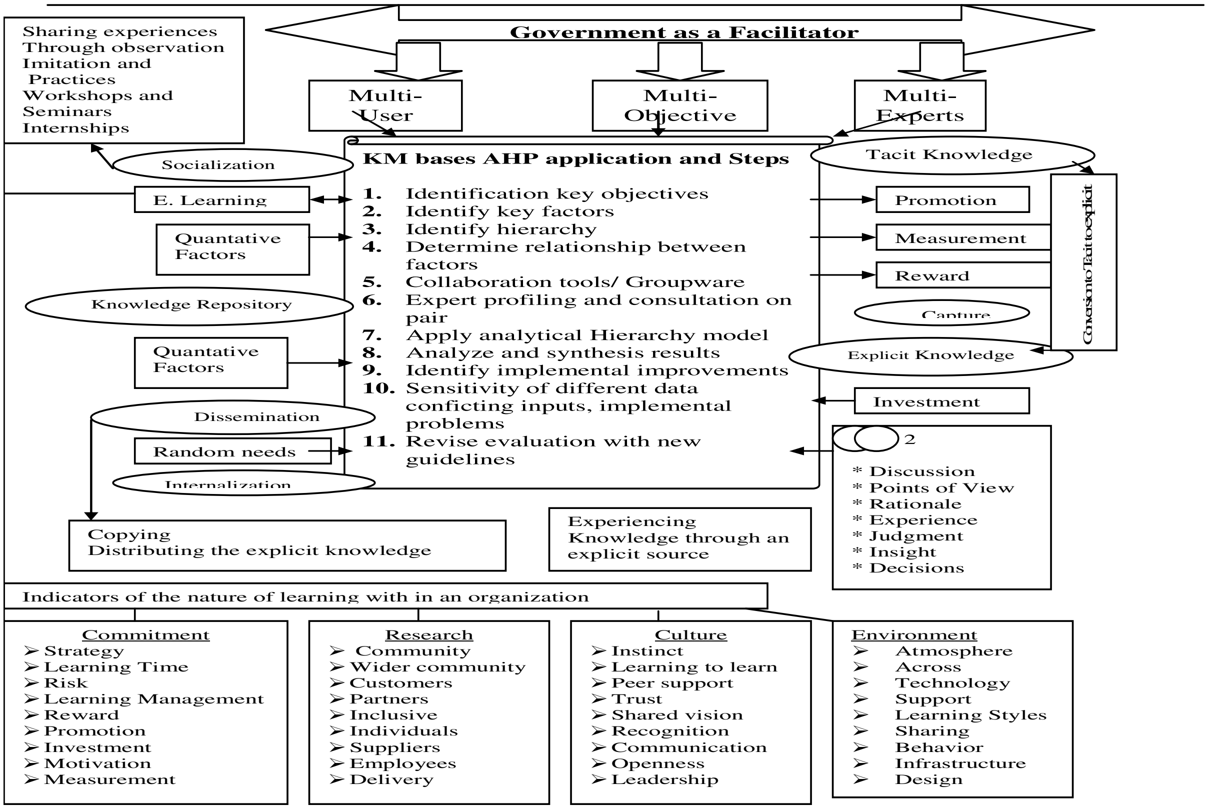
E-Governance can facilitate expert knowledge sharing as well as advance a consensus towards a knowledge bank that is based on bench marking knowledge to compare various criteria, the experts can then evaluate more effectively the performance of various technical institutes. Presently the experts come from the different backgrounds and different geographical areas. They are domain experts but the relative performance assessment may not be uniform, unless they are exposed to a uniform knowledge bank that is consensus based.

The E-learning focus in this context should be on knowledge sharing. The KM support here may be kept interactive in nature. The KM focus at this level is to share knowledge about the criteria and analysis tools. Government systems can maintain on the web, a consensus knowledge that is useful for all the experts. KM as a formal discipline of management in e-governance can be very helpful for creation, transfer, documentation, storage, and utilization of knowledge comprising administrative process and decisions, in digital from. This enables the government departments to provide required knowledge to experts, provide electronic services, create electronic portals and conduct electronic transactions through integrated systems. KM provides processes to capture a part of tacit knowledge through informal methods and high percentage of explicit knowledge, reducing the loss of organizational knowledge (Nonaka and tekeuchi, 1995) . Effective KM practice can help to share this knowledge with technical institutes on need basis. Continual efforts to grow awareness, acquire, adapt, apply and advanced environment-focused knowledge distribution as it significantly affects the TES. The e-governance framework can integrate localized knowledge sources into a single integrated system can serve as one stop for governance (Gutpa et.al. 2003).KM can facilitate the government to share knowledge in institutes-government integration environment.

Wadha et.al 2004 discuss the implication of KM application is web based system contexts, especially the telemedicine domain. In this way they promote the benefits of KM in the knowledge intensive systems. It is based on direct observation of knowledge experts and sometimes enriched by an expert general evaluator. The evaluations process is lengthy and affected by individual expert opinion or his benchmarks. The automation of the process with the AFP based software can remove the problem satisfactorily and contribute to the improvement in quality.

The potential benefit can be saves expert time, money, transparent functioning, more responsive and accountable, information of all the institutions approved becomes available on the internet, information in respect of infrastructure facilities of the institute becomes available to the general public in order to make choice for rewards, etc. In our opinion, well planned investment focusing on the judicious use of IT can maximize the value from the KM efforts in the TES domain. It is suggested that the use of IT in form of databases, expert systems, industrial engineering tools, simulation tools and enterprise modeling tools can help in improving many similar processes. An important point for us is to learn from global experiences, but develop our own ingenious solutions for our specific needs. For example we need to position KM as a support to the TES professionals and not a replacement of the knowledgeable professionals.

E-Governance in Education System: Acknowledge Management Based Approach



Problem Definition

The typical problem examined by the AHP consists of a set of alternatives and set of decision criteria. Since the problem is very common in many engineering application, AHP has been a very popular decision tool. Another reason that contributes to the wide use of AHP is the development of Expert Choice Software. Furthermore, many other computer packages have been developed and are based on the principles of the AHP.

I selected s real life case of four technical institutes (i.e \Institute A1, Institute A2, Institute A3, Institute A4) which are evaluated on the basis of seven criteria including sub criteria and formed a hierarchy structure of interdependency. The detail classifications of these factors are given below:

i) Mission , Goals and Organization (100) :
   a) Management (50) (Mgt)
   b) Organizational Governance (50) (O&G)

ii) Financial Resources and Physical Resources and their utilization (100) : (FR & PR)
    a) Financial Resources (40): (FR)
    b) Physical Resources (40): (PR)
    c) Other resources (20): (OR)
iii) Human Resources : Faculty and Staff (200) : (F & S)
    a) Faculty (150) : (Fac)
    b) Supporting staff (Tech/Admin) (50) : (SS)
iv) Human Resources Students (100) : Stud)
v) Teaching – Learning process (350)(TLP)
    a) Syllabus and Academic, Calendar (100): (SAC)
    b) Evaluation, Procedures, Feedback, Laboratory and Workshop
    c) (50) : (EPF)
    d) Computer facilities, library, Budget for Consumables (100): (CF)
vi) Supplementary Processes (50) : (SP)
vii) Industry-Institute interaction and Research and Development (100): (IIRD)

The aforesaid factors evaluate the institute's performance and finally the aggregate score is being used to compare the different alternatives. This evaluation is mostly used for institute promotion and development. This direct evaluation of the institute is more accurate and providing an absolute rating but still not feasible because of lengthy, time consuming and unjustified procedures.

Institutes Selection Process through AHP

AHP can assist an organization in selecting among alternative missions and selection of institutes for allocating resources to alternatives. The best suitable solution out of the four alternatives is found using Expert Choice software. The first step is the selection of the criteria for the evaluation of the model. After studying the TES model completely, it has been found that the benefits of model are only possible when it is actually implemented. So, implementation of the model is very essential. Although. The model provides lots of benefits, which includes efficient working procedure, effective, time based and statistically proved analysis. etc. It has been observed that the direct evaluation comprises the selection on individual expert's perception which is a very serious problem in present scenario. To overcome this problem, AHP is the one available alternative, which can further assess the evaluated data on the basis of defining general rules. This may expedite to reduce human errors and can obtain more acceptable results. Finally, the criteria's on which the performance of the model has been decided are seven criteria, which further has sub criteria. The traditional method based on this direct evaluation but this is time and resource consuming even we cannot compare the institutes due to lack of common opinion of experts of this field. They gave marks on the basis of one's own benchmark instead of common benchmark. The use of AHP also help us to get some other advantage such as use of the data for future use, sensitivity analysis, critical justification, common acceptance, easy application etc. We used AHP based multi criteria approach which validate the above result and provides significant insight of the alternatives for future purposes.

Conclusion

The conventional IMS based Egovernance use a concept of knowledge centers to share knowledge. Out model of Egovernance base on knowledge management system is built on KM cycle of Knowledge capturing. Knowledge sharing, Knowledge enhancing and knowledge preserving.

E-Governance can play a major role to strengthen the technical education system by focusing on KM. this means proactive facilitation by E-governance means to evolve consensus based knowledge bank on key evaluation factors, how to combine these factors, and useful tools that offer greater value and consensus based case study knowledge. In this context we demonstrated the use of KM based AHP application as a useful tool for a more effective technical evaluation system. The direct evaluation process, which is based on the allotment of the marks, fails when the expert's opinion is different and perception is on the basis of individual decision. We have suggested an alternative methodology to resolve this problem using KM based AHP as a multi-criteria decision support. This approach can assist experts in critical decision making and justification. In this context governance systems need to promote new ways of system evaluation. A core function of technical education system is to be an intensive knowledge sharing organization. It is, thus, essential to manage its knowledge resources more effectively. Knowledge resources are the key to a scholarly teaching learning environment. It is useful to identify the KM inputs based on government process and the knowledge sharing attributes relevant for the system under study. The KM cycle to enrich e-governance may include knowledge awareness, knowledge acquisition, knowledge adaptation, knowledge application and knowledge advancement facilitations. E-Governance system may also encourage technical institutes to support knowledge sharing between institutes and government that will ultimately strengthen the technical education system in the country.

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EDUCATION AND WORK PARTICIPATION OF WOMEN IN WEST BENGAL: A BRIEF ACCOUNT

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Abstract

The study focuses on the present scenario of women education in West Bengal and their participation in the work either in main work or in marginal work. The employment or participation in different types of work helps them to develop their attitude, increase their self-reliance and make them free from social- economic confinement. Education plays a significant role to break the barrier what they faced in earlier times. The study shows that the level of literacy of women gets its pace in West Bengal within this decade and the fact is that the women participation in the main stream job is gradually increased. But, it is observed that women engaged in non-organised and marginal sectors are relatively poor in literacy status. It suggests that these women may earn but their mental horizon are not widened due to lack of education which is further a constraint of social development, Even, there is a significant contrast between the rural women and their urban counterparts in terms of literacy and work participation. The study suggests that education is a significant determining factor but not the sole one. Many others social and economical factors determine the women development.

Key Words : Women Literacy, Work Participation, Main Work, Marginal Work, Non-Organised Work.

Introduction

Education widens the mental horizon in a person. It brings about change in the attitudes and values of a person about every realm of life and develops a desire towards improvement through introspection. Educated women have come out of the confines of the andarmahal (inner world) and realized the importance of their antarmahal (inner soul). The accomplishment of such desire can only be achieved through independence - psycho-somatic as well as socio-economic. So, nowadays women are entering into employment sector not only because of economic compulsions as in earlier times but also because of their desire for self-expression and having an independent identity which is a resultant of their being educated. Education and employment has brought about self-reliance, confidence and a sense of identity in the women. The women have become much of their own individual now, on the road to emancipation. Given the new set of roles and family structures, these women have adapted to this challenging task with aplomb. This change on women's part, that is education and employment has got significant implications not only for the women concerned but for the society as a whole. In this light a balance of account may be taken of the status of the working women with reference to their level of education. The present study focuses on the women education and women participation in work in West Bengal (delimitation the Darjeeling district). The present study is based on different secondary data collected from different government department(s). The researcher observed significant relation between education and work participation of women. The study shows the educational status of West Bengal within this decade and then the status of work participation and ultimately drew the relationship between them.

1. A Brief Account of Educational Status of Women In West Bengal :

Table 1. Comparative Profile of Women Literacy in West Bengal (2001–2011)

State	Literates	Literacy Rate (%) Excluding 0-6 Age Group	Literates	Literacy Rate (%) Excluding 0-6 Age Group
	2001	2001	2011	2011
West Bengal	47196401	68.64	62614556	77.08

[Computed by the researcher from Provisional Population Total: Census 2011]

Now, it can be established from the data given (whether the data of 2011 was provisional), that within the last decade, a spectacular pace has been achieved so far as women’s literacy is concerned.

Table 2. Women Literacy Rate in Darjeeling District (2001)

Woman Literacy Rate (%)	Total	Rural	Urban
State Average	59.6	53.2	75.7
Darjeeling District Average	62.9	55.4	78.5
District Gender Gap (Male – Woman Rate)	17.2	20.7	9.2

Table 3. Women Literacy Rate in Darjeeling District (2011)

Woman Literacy Rate (%)	Total	Rural	Urban
State Average	71.16	66.08	81.70
District Average	73.74	67.20	83.65
District Gender Gap (Male – Woman Rate)	12.20	15.30	7.58

[Source of Table 2 & 3: Gender data sheet- Darjeeling District: Census 2001, 2011]

Table 4. Comparative Statement of Women Literacy of West Bengal and Darjeeling District (2001 and 2011)

Women Literacy Rate (%)	2001	2011
State Average	59.6	71.16
Darjeeling District Average	62.9	73.74

[Computed by researcher from the Gender data sheet- Darjeeling District: Census 2001, 2011]

The researcher had taken the status of women education in Darjeeling district (as delimitation) in this regard and observed the data from census of 2001 and 2011. It was revealed from the profile that women literacy in Darjeeling district kept its pace in women education thoroughly even higher than the women literacy in state level.

Table 5. Comparative Analysis of Women Literacy in Darjeeling District – Rural vs. Urban Status

Women Literacy Rate (%) In Darjeeling District	2001	2011	Difference
Rural	55.40	67.20	11.80
Urban	78.50	83.65	5.15
Difference	23.10	16.45	-6.65

[Computed by researcher from Gender data sheet- Darjeeling District: Census 2001, 2011]

The above data shows that both in rural and urban territory, women literacy rate increased at a considerable percentage. Moreover, an interesting fact was that the rate was found quite high in case of rural sectors. Undoubtedly, the literacy programme had done well to the rural women. The researcher had tried to find out the scenario of work participation of women in West Bengal in different sectors and also tried to find out the relation, if any, of education with that of work participation.

2. Data Received and Utilised to Find Out the Status of Working Women in West Bengal as per their Educational Level :

Table 6. Status of Main Women Workers

Area	Total Persons	Woman	% of Women
West Bengal	23023583	3528612	15.33

[Source: From Census: 2001]

The researcher studied the educational levels of women and level of work participation of West Bengal.

Table 7. Status of Woman Work Participation as per Educational Level –West Bengal (2001)

Sl. No.	Educational Level	No. of Women	%
1.	Illiterate	2056338	28.47
2.	Literate	1472274	9.32
3.	Literate But Below Matric/Secondary	967804	9.04
4.	Matric/Secondary But Below Graduate	212381	7.48

Sl. No.	Educational Level	No. of Women	%
5.	Technical Diploma or Certificate Not Equal to Degree	3759	5.78
6.	Graduate And Above Other Than Technical Degree	193901	11.95
7.	Technical Degree or Diploma Equal to Degree or Post-Graduate Degree	29811	18.03

[Computed by researcher from Census data 2001]

The data revealed that illiterate women's work participation was significant in comparison to the literate percentage. That might be influenced or determined by different socio-economic and cultural determinants and might not be fully influenced or determined by only educational level. The researcher has found from the above table that women participation in different works involving in different non-organized sectors, their involvement in main stream was found lower. That difference may be the result of recruitment policy of state govt., job creation or scarcity of job of such category to be created by the public / private enterprises. That trend appears to be that

1. work participation of woman in West Bengal was related with their educational status in specific jobs (like technical or high profile job). But,
2. a large portion of women were attached to work who were illiterate or with least education or without any higher educational level.

That means overall work participation of women in West Bengal, does not depend upon the educational qualification or educational level. The participation in qualitative job depends on their educational level, but the overall work participation especially marginal work, or non-organized work or agricultural or labour work does not depend upon their educational status. This inference may quantitatively be derived from the analysis of next data computed from the census data.

Table 8. Women Participation in Work by Educational Level : West Bengal

Sl.No.	Level Of Education	Total Woman	Main Working	%
1.	Literate But Below Matric/Secondary	16184160	2440078	15.08
2.	Matric / Secondary But Below Graduate	2551830	212381	8.32
3.	Technical Diploma Or Certificate Not Equal To Degree	8372	3759	44.90
4.	Graduate And Above Other Than Technical Degree	993268	193901	19.52

[Computed from the data received from Census 2001]

Percentage of main working woman participation was found higher in case of technical education whereas general higher education showed lower participation. The inference made by the researcher from analyzing the table 7 and 8 that the education influenced the work participation of women in specific sector such as technical/professional/academic sector. On the contrary, it was found that general education was not related to the work participation. Moreover, the illiterate or least educated women were found engaged in several non-organized sectors.

Table 9. Industrial Categories Of Workers In West Bengal-2001

Sl.No.	Work Categories	Persons	Male	Woman	% of Woman
1.	Agricultural & allied activities	1229620	606400	623220	50.68
2.	Mining and quarrying	145180	133330	11850	8.16
3.	Manufacturing Household industries	2182080	915670	1266410	58.04
4.	Manufacturing Non household industries	3461030	2792270	668760	19.32
5.	Electricity, Gas and Water Supply	92160	88410	3750	4.07
6.	Construction	864180	827910	36270	4.20
7.	Wholesale and Retail Trade	3274600	3060200	214400	6.55
8.	Hotels and Restaurants	204940	185710	19230	9.38
9.	Transport, Storage and Communications	1382420	1351000	31420	2.27
10.	Financial Intermediation and Real Estate, Renting and Business Activities	682590	627230	55360	8.11
11.	Other services	3103700	2184500	919200	29.62

[Computed by the researcher from Census data 2001]

In West Bengal, women participation in work, especially in case of industrial category, is found appreciating only in two sectors, namely, agricultural & allied activities and manufacturing of household industries. It is a much demarcated fact that these two sectors do not need even least education; on the contrary theses two sectors are operated through traditional knowledge. In other sectors especially which need higher education (e.g. technological or financial job), women are found comparatively much lower. The researcher had studied the woman status of seeking /available work of West Bengal. The data received were then analyzed.

Table 10. Seeking / Available for Work : Statement of West Bengal

	Persons	Woman	% of Woman
Total seeking / Available for work	11,086,554	6,159,609	55.56
Seeking /available for marginal works	2,793,901	1,018,474	36.45
Seeking /available for non-marginal works	8,292,653	5,141,135	62.00

[Computed by the researcher from the Census data 2001]

From the Table 10 more interesting fact was revealed that the percentage of available woman workforce in case of marginal work in West Bengal to that of non-marginal woman seeking work was quite low. Non-marginal woman seeking work was comparatively high. That means human resource is available but its utilization is not getting emphasized. The educational level or higher literacy rate did not correspond to the work participation. The woman work participation in the state needs more emphasis to sustain the socio-economic development. According to Census Report 2001, an interesting fact is revealed. It showed that woman participation in some sphere of main activity of marginal like student, pensioners are comparatively less than male. It means that women educational level has not reached to its target. Even the less percentage of women pensioners has proved the lesser participation of women even in government sectors. On the contrary, women percentage is found high in the status of household duties and in dependant status.

It is inferred from this data that "little"/" "least" educated marginal women sectors might be involved in some unorganized job sector which make them independent. This is of course a subject of socio-economic condition in the state of West Bengal .

Table 11. Woman Work Participation in Darjeeling District (2001)

Woman Work Participation Rate (%)	Total	Rural	Urban
State Average	18.3	20.9	11.6
District Average (Darjeeling)	21.4	25.7	12.2

[Source: Gender data sheet- Darjeeling District: Census 2001, 2011]

From the above data (Table 11) it was clearly observed that women participation in work was quite high in comparison to that of the state level. It indicated that the women of Darjeeling district either of rural or urban sectors were more emancipated in comparison to their counterparts of the state. From the above discussion it can be revealed that the work participation of woman in the field of main work stream is dependent upon the literacy. Darjeeling district shows sharp increase in terms of woman literacy rate. And work participation rate is also high enough in comparison to that of state level. Moreover, woman with technical degree holders or post graduation degree holders were found attached to the service in high percentage rate whereas the medium educated were found less in job world. Most interesting fact is that the little literate or illiterate woman was in the main workforce in the marginal sectors.

The researcher made the inference after analyzing the data computed from the raw ones that literacy and level of education is a determinant factor of the work participation of woman in some specific job but not the overall work participation. Women attached with non-organized/agriculture/household/household manufacturing goods were economically dependent but they were found illiterate or little literate which did not constraint of their work participation. The educational level has impact only when the type of work / job being participated by women were concerned.

Table 12. Woman Literacy And Work Participation In Darjeeling District - Comparative Status (2001)

Woman Literacy Rate (%)	Total	Rural	Urban
District Average	62.9	55.4	78.5
Woman Work Participation Rate (%)			
District Average	21.4	25.7	12.2

[Computed by the researcher from the Census data 2001]

Most revealing fact was that the rural woman were found lagging behind in literacy level (55.4%) than urban woman (78.5%); But, work participation of woman in rural (25.7%) is much higher than urban areas (12.2%). That data further supported the inference that these women were mainly engaged in non-organized/agriculture/ household/ household manufacturing goods that did not demand mainstream education.

Conclusion

The researcher had worked out on the status of woman education in the state of West Bengal (with delimitation of Darjeeling district) and tried to find out its impact on the work participation of woman. It was concluded that woman literacy was getting progressed over the time and kept its pace with that of the national level. But, the work participation was found complicated. The educated woman was engaged in some high order/ technical job that invariably needed specific education. But, a large number of women were engaged in marginal/non-organized sectors that did not need even least education. On the contrary, these works were run by traditional approach and knowledge. Same is true for the district of Darjeeling. So, overall work participation did not relate to the educational level fully, rather different socio-economic factors determined the women participation in work.

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POPULATION GROWTH : IMPACT ON SOCIO-ECONOMY AND QUALITY OF LIFE IN NADIA DISTRICT OF WEST BENGAL, INDIA

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Abstract

The present study attempts to analyze the decadal variation of population growth, spatial pattern of population growth, effects on socio-economy and quality of life of the people in Nadia District of West Bengal, India. The growing pressure of population on resource available has created many socio-economic, cultural, political, ecological and environmental problems those have been affected the quality of human life (positive or negative effect on quality of life) which is very often found in developing nations of the World. Well-being is a general term for the condition of an individual or group, for example their social, economical, psychological, spiritual or medical state; high well-being means that in some sense, the individual or group's experience is positive, while low well-being is associated with negative happening. In economics, the term well-being is used for one or more quantitative measures intended to assess the quality of life of a group. The degree of well-being is felt by an individual about his or her life-style. Preferences vary, but most assessment of the quality of life consider amenity, together with social benefits such as health, welfare and education and economic aspects such as income and taxation (Johnston, The Dictionary of Human Geography). The basic needs of common people like food, clothing, shelter, education and health which are obstructed, adversely affect the quality of life of an individual. Increasing rate of population growth brings reduction in per capita income of people by creating pressure on land, making consumer product costlier and decreasing national capital. An increase in the population growth rate due to high fertility, low mortality and inflow of migration prevent improved quality of life also. Among other factors influencing quality of life, socio-economic development and human well-being in general are literacy, nutrition, transportation, health service etc. the assessment of which reveals that the study area turns out to be one of the backward districts of West Bengal where socio-economy and quality of life are of unfortunate character due to excessive population growth and inconsistent infrastructural development that can't keep pace with the population increase.

Key Words : Population Growth, Socio-Economic Development, Quality of Life, Education and Literacy, Health, Transport

Introduction

Population growth is indicative of the constant struggle between homo-sapiens and nature, and the success of man in adjusting controlling and modifying his environment. It is, therefore, necessary to study the course of the development of man. The population tends to increase faster than means of subsistence. The fast increase in population absorbs all economic gains, unless controlled by 'preventive' and 'positive' checks, and population if unchecked tended to increase at a geometric rate (1,2,4,8,16….) while subsistence increased at an arithmetic rate (1,2,3,4,5…) (Malthusian concept of population growth). Poverty and misery were not natural inevitabilities but *unpleasant gift of capitalism*. Misery, poverty, unemployment and fast growth of population can disappear if capitalistic form of social order is replaced by communism (Marxian concept of population growth). Some districts, it is found that there is a tendency to give birth to more and more children among some religious communities and the stricken families for the interest of socio-economic security. Because they think that more the number of children more will be the manual labour in future. In this way, if the population grows, the quality of life will be lower.

Nadia is one of the few districts of West Bengal where 72.16 % (census, 2011) people live in rural areas with agriculture based occupation and 27.84 % people live in urban areas with business and services to different sectors based occupation. But the net sown area of the district is enough to satisfy the demand of its inhabitants. Side by side, there is inadequate application of modern technologies. Consequently, the per capita land and production are low which in turn affect per capita income. Another aspect is that, due to lack of industries, low level of urbanization, infrastructural development, employment support required to the district have not been created. These lead to make backward socio-economy along with degrading quality of life of the study area.

Objectives

The objectives of this study are : (a) To assesses the decadal variation of population growth in the district of Nadia in West Bengal, India. (b) To assess the block wise variation of population growth in the district of Nadia in West Bengal, India. (c) To assess socio-economic condition and quality of life in the district of Nadia in West Bengal, India.

Study Area

The Nadia district is situated in the heart of the Bengal delta, bound by Ganga, viz. the Bhagirathi on the west and the east by Padma. The entire district lies in the alluvial plain of the Ganga and its tributaries. The district lies between $22^0\ 52'\ 30''$ N to $24^0\ 54'\ 00''$ N latitudes and $88^0\ 08'\ 10''$ E to $88^0\ 48'\ 15''$ E longitudes. Its area is 3927 sq. km. According to the 2011 Census Nadia district has a population of 5168488 and a population density of 1300/Km^2.This district is linear in shape with orientation of North to South. Its extension from North to South is 135 Km and from East to West is 45 Km. The geographical boundary of Nadia district comprises Bangladesh in the East, Burdwan and Hooghly district on the West, Murshidabad district on the North and North-West and North 24 Parganas towards South and South-East.

Methodology

The study has been made based on data which has been collected from District Statistical Hand Book, District Census Hand Book, various articles of Journal, Books etc. The decadal growth of population has been calculated with the help of Barclay's method and selected indicators of quality of life like population growth, education and literacy, health and medical service, food and nutrition, transportation and communication etc. have been considered for analysis.

Population Growth of the District

The growth of population has been measured by:

- Observed change in the total number of population in the district
- Current process of replacement in the district
- Change the growth of some section of population.

To measure change in the population growth, the number of people of the initial year (P_1) and the number of people of the last year (P_2) has been considered. Change in the growth of population has been calculated with the help of the formula $(P_2 / P_1 - 1) \times 100$. Population growth of Nadia District has been discussed on the bases of time and blocks wise spatial growth of population.

Temporal Nature of Population Growth in Nadia District

a) Population Growth during 1901-1941 :

In the first forty years of the 20th century, the trend of population of Nadia district has gradually grown from one census to other though at varying rate. In 1921, the had negative growth in both rural and urban as well as urban areas which may be due to the massive mortality caused by influenza epidemic during 1918-1919. There is no definite trend of growth rate of population. However, during 1901-1911, the population grew by just 0.36 % and during 1911-1921, it decline by (-) 8.26 %. This decline was the result of famine and epidemic spread at that time throughout the country. The influence of which touched the district also. The growth rate of population stated increasing from 1931 and during 1921-1931; the population grew by 1.48% and during 1931-1941, against the area got higher population growth (16.42 %).

b) Population Growth during 1951-1971 :

The population growth of Nadia district has rapidly increased after the Indian independence because of steep falling in the mortality rate. After 1951, the population growth revived with a positive trend (+ 36.15%) and 1961(+ 49.81%). This period experienced very high rate of population growth and it often referred to as the period of population explosion. But in 1971, population growth declined to 29.91 percent.

c) Population Growth during 1981-2011 :

During 1981-2011, there was fluctuating but positive growth of population in the study area although the population growth in1981 (+ 33.29%), 1991(+ 29.95%) and 2001(+ 19.54%).In 2011 there was a change of 12.22 percent in the population compared to 2001. There has been a continuous fall in the growth rate from 1981. This is the result of the development of socio-economic condition in the post-independence period as well as public awareness, medical facilities, migration from Bangladesh, to the problem caused by higher population growth. The district of Nadia has more decadal growth rate as compared to the state of West Bengal but simultaneously shows less growth rate, if compared with India in most decades. (Fig-2)

Table 1. Decadal Growth Rate of Population in Nadia District, West Bengal and India

Census Year	Total Population of Nadia District	Decadal growth rate in percentage		
		Nadia	West Bengal	India
1901	771672	-	-	-
1911	774459	0.36	2.7	5.75
1921	710455	-8.26	0.97	-0.31
1931	720944	1.48	7.91	11.00
1941	839308	16.42	21.91	14.22
1951	1142686	36.15	13.71	13.31
1961	1711830	49.81	33.61	21.51
1971	2223911	29.91	28.28	24.8
1981	2964253	33.29	6.91	24.75
1991	3852097	29.95	6.8	23.5
2001	4604827	19.54	16.78	21.34
2011	5167600	12.22	13.93	17.67

Data Source : Computed by the author based on District Census Hand Book 2001, Census of Nadia District 2011,Primary Census Abstract & District Human Development Report (2008).

Block wise Spatial Growth of Population in Nadia District during 2001-2011

If block-wise spatial variation of growth of population during 2001-2011 of the district is considered, it is noticed that Taherpur (N.A+ OG) has the highest growth rate (89.71%) where population increase 20051 to 38039 followed by Cooper's camp (N.A.) (30.14 %) and Kalyani Municipality (22.45%).On the other hand the lowest growth rate has been reported in Ranaghat -1 CD block at 03.73 percent followed by Gayeshpur Municipality (07.18 %),Nabadwip Municipality (09.15%), Chakdah Municipality (09.43 %), Ranaghat Municipality (09.62 %) and Santipur Municipality (09.79%) because of low birth rate, availability of medical facilities and transport facilities, increasing literacy rate etc. But among the rural areas Nakashipara has the highest growth of population (15.40 %) where population increases 51580 and then Kaliganj 43924, Chakdah 42736 and Chapra 38363. An overall picture of the growth rate and increase of population of block wise variation can be observed from the table below:

Table 2. Spatial Growth of Population in Nadia District (2001-2011)

Name of C.D Blocks/P.S/M/NA	Total Population		Population Increases	Growth of Population (%) (2011)
	2001	2011		
Karimpur-1	280386	314833	16831	10.10
Karimpur-2	124159	139472	25188	13.12
Tehatta-1	217489	244322	26833	12.34
Tehatta-2	134131	151231	17100	12.75
Kaliganj	290957	334881	43924	15.10

Name of C.D Blocks/P.S/M/NA	Total Population		Population Increases	Growth of Population (%) (2011)
	2001	2011		
Nakashipara	334989	386569	51580	15.40
Chapra	272289	310652	38363	14.09
Krishnaganj	133359	146705	13346	10.01
Krishnanagar-1	280386	314833	34447	12.29
Krishnanagar(M)	139110	153062	13952	10.03
Krishnanagar-2	124159	139472	15313	12.33
Nabadwip	121807	135314	13507	11.09
Nabadwip(M)	115016	125543	10527	9.15
Santipur	217318	241080	23762	10.93
Santipur(M)	138235	151777	13542	9.80
Hanskhali	260969	293040	32071	12.29
Ranaghat-1	207394	215137	7743	3.73
Ranaghat(M)	68749	75365	6616	9.62
Birnagar (M)	26597	30799	4202	15.80
Ranaghat-2	330243	364405	34162	10.34
Taherpur(NA+OG)	20051	38039	17988	89.71
Cooper's Camp	17765	23119	5354	30.14
Chakdaha	362983	405719	42736	11.77
Chakdaha(M)	86999	95203	8204	9.43
Haringhata	207976	231068	23092	11.10
Kalyani(M)	82135	100575	18440	22.45
Gayeshpur(M)	55048	58998	3950	7.18

Data Source: Computed by the author based on District Statistical Hand Book, 2008 & Census of Nadia District 2011, Primary Census Abstract.

It is an interesting feature of the study, which areas having extreme and high population increase are basically rural and agriculture based areas where minority population is dominating. These areas have low socio-economic and human resource development and now most of the minority people have been affected by religious superstition to prevent contraception.

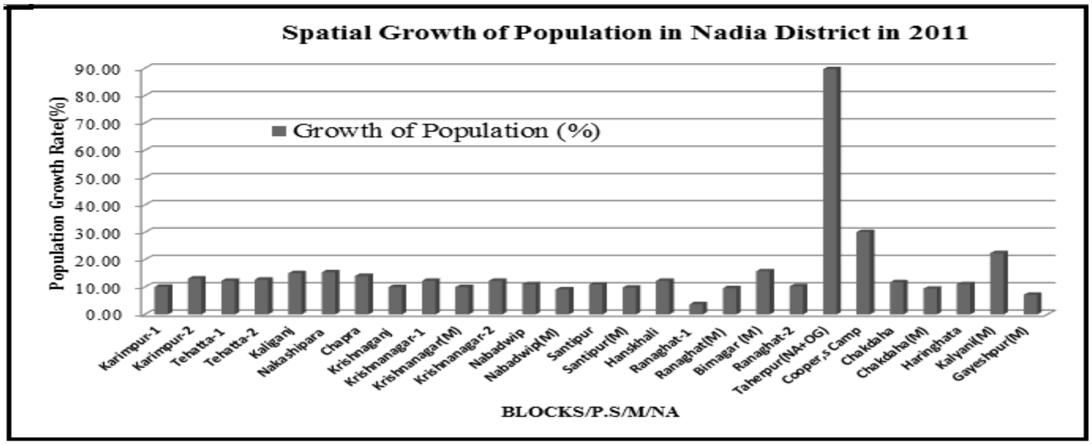

Fig 3. Spatial growth rate of population in Nadia District, 2011

Impact on Socio-Economic Development and Quality of Life

Socio-economic development refers to the improvement of social and economic status of people of different level of society by ensuring basic needs of life along with literacy and infrastructure of educational institutions, health care services, employment opportunities, women empowerment, development of transport and communication etc. On the other hand quality of life is a personalized concept that individually, helps to develop the society by improving socio-economic condition.

Among the districts of West Bengal, Nadia district is being developed by improving socio-economic conditions that help to better quality of life of the people. Some essential indicators of socio-economic development and quality of life have been discussed below:

Education and Literacy

Education is an important tool to any development. So it is given priority for every development planning of India. 'The United Nations has defined literacy as the ability of a person to read and write, understanding a short simple statement on his everyday life.' (Bhande and Kanitkar, 1985). According to Dept. of Census of India, The Dept. of Human Resource Development (HRD) and the Planning commission of India have further added that persons with these abilities and of the age of seven years or more should be considered as literate (w.e.f. 1981). Education and Schooling always have been an embodiment or reflection of what a particular society sees as it's desired from and level of quality of life (Phillips, 2006).The temporal and block wise literacy rate of Nadia district is discussed below.

Temporal variation of literacy rate of Nadia district

It will be evident from table below that during the decade 2001-2011 the progress of literacy is quite impressive. Average literacy rate of Nadia district in 2011 was 74.97 % (75.0%) compared to 66.14% of 2001. If things are looked out gender wise, male and female literacy were 78.75 %(78.8%) and 70.96 %(71%) respectively. A vital characteristic of the literary in this district is that here female literacy is much lower than male literacy. One of the main causes for this is that most of the women in this part of the country remain busy with their household works and they have less part to play in economic activities. Apart from that, poverty, marriage of girls at an immature age, migration, superstitions in certain communal or social groups regarding female literacy etc. are responsible for this low literacy rate. But with the passage of time, people are now becoming more and more conscious about the need for female literacy. Now, with the betterment of this socio-economic condition they admit the need of female literacy for household works too. In no area are their greater problems about measuring quality of life than in the area of women's live and capabilities (Guha, 1996).

Table 3. Temporal Variation of Literacy Rate in Nadia District in respect of West Bengal

Census Years	Literacy Rate In Percentage					
	West Bengal			Nadia District		
	Total Population	Male	Female	Total Population	Male	Female
1951	25.0	34.7	13.2	17.4	20.8	13.8
1961	34.5	46.6	20.3	32.5	42.4	22.0
1971	38.9	49.6	26.6	37.0	45.3	28.0
1981	46.3	57.0	34.4	41.9	49.8	33.5
1991	57.7	67.8	46.6	52.5	60.1	44.4
2001	68.6	77.0	59.6	66.1	72.3	59.6
2011	76.3	81.7	66.6	75.0	78.8	71.0

Data Source : Computed by the author based on District Census Book 2001 & Census of Nadia District 2011, Primary Census Abstract.

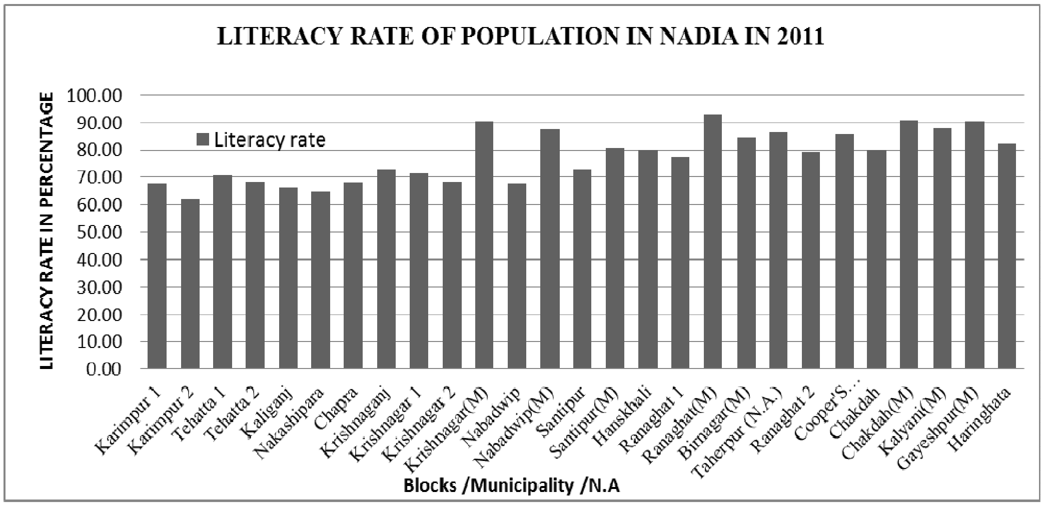

Fig. 4: Literacy rate of population of different Blocks/M/N.A in Nadia District (2011)

Source : Computed by the author based on Census of Nadia District 2011, Primary Census Abstract.

Food and Nutrition:

Food and nutrition plays an important role which effects the quality of life of people but it is dependent on economy .Proper intake of nutritious food controls one's physical fitness and develops status of an individual in the society.

In the study area, difference of dietary pattern among the rural and the urban areas can be observed and balanced diet is completely absent in rural areas, particularly among the female, due to socio-economic backwardness including, poverty, lack of education and lack of work participation etc. It is found that most of the people do not take adequate and quality food but they often take minimum requirement so that they can survive. Because of it, they are lying under the canopy of backward socio-economy and poverty in the form of low per capital income, larger family size, illiteracy, lack of health services and lack of consciousness. Most of the people, especially rural people of the study area, who belong below the poverty level purchase cheap vegetables and foods necessary. But produced necessary crops and vegetables are mostly consumed at subsistence level and they have not the chance to take foods with minerals and protein for their very low capital income.

Table 4. Yield rates of some selected crops in Nadia District in respect to West Bengal from 2003-2008

Crops	Years									
	2003 – 2004		2004 – 2005		2005 – 2006		2006 – 2007		2007 – 2008	
	District	West Bengal	District	West Bengal	District	West Bengal	District	West Bengal	District	West Bengal
Rice	2713	2504	2669	2574	2760	2509	2707	2593	2837	2573
Wheat	2292	2315	1882	2103	2135	2109	2188	2281	2328	2602
Gram	1061	1026	1120	1024	997	911	646	768	862	984
Jute	2574	2428	2682	2484	2700	2572	2610	2545	2484	2425
Rapeseed & Mustared	955	928	783	749	901	909	869	803	885	888
Potato	24756	24711	25061	22170	26845	21053	21243	12384	20493	24704
Tea	-	1769	-	1891	-	1899	-	2091	-	1983

Data Source : District Statistical Handbook, 2008 Yield=(Kilogram per hectare)

According to the statistics available from 2003-2008, the productivity of different crops per hectare is higher in Nadia District as compared to West Bengal. But the production is insufficient in consideration to the growth of population of this district. It is found that the population is growing rapidly, but the production of food crops are not increasing compared to it, which is affecting the socio-economic scenario of the district.

Health and Medical Services

Health is an important resource that helps a person going ahead in all walks of life. WHO defines it thus, “Health is a state of complete physical, mental, and social wellbeing and not merely the absence of disease or infirmity.” This is an important factor for the quality of life, which can be further improved with provision of better health and medical services.

Table 5. Medical facilities available in the district of West Bengal

Year	No. of Medical Institutions in									Total Number of Beds	Total No.of Doctors*
	Health &Family Welfare Deptt.Govt.of West Bengal				Other Deptt. of Govt of West Bengal including State. Govt. Undertaking	Local Bodies	Govt. of India including Central Govt Undertaking.	N.G.O/ Private Bodies (Nursing Homes)	Total		
	Hospitals	Rural Hospitals	Block Primary	Primary Health							
2004	11	7	10	49	3	-	1	10	91	5192	411
2005	11	7	10	49	3	-	1	10	91	5250	417
2006	11	7	7	49	3	-	1	69	147	5664	350
2007	12	7	6	50	8	6	1	63	153	5795	462
2008	12	7	6	50	8	6	1	63	153	4860#	429

*Excluding doctors under Nursing Homes

Data Source: District Statistical Handbook, 2008 #Excluding Private bodies

With the increase in population the provision for medical and health facilities should be increased. But though the population of Nadia district has increased with time, provisions for health and medical facilities have not increased in that ratio. If we consider the statistics from 2004-2008 in Nadia district, a fluctuation in the provisions of medical facilities can be observed. There is fluctuation in the number of doctors and beds and medical institutions. Though the number of medical institutions has increased in recent years, there is still a deficiency of doctors and beds for patients. In the year 2006, the number of doctors has decreased to a considerable level. The number of doctors is even less than the number of medical institutions, affecting the medical services severely which in turn affected the quality of life of the population.

Transport

Transport is a system or medium which helps in all-round development of people. Transport enables people to come in contact with higher education, medical facilities etc. It also widens the scope of economic activities. All these factors, in turn, help in promoting the quality of life of people. Nadia district joints itself with different parts of the state and the country. National Highway 34 is the main gate-way to the North-Bengal which starts from Kolkata and goes through Nadia district. The State Highways connect the district with other districts like, Burdwan, Hooghly etc. The railway communication connects Kolkata with Murshidabad through Krishnagar City Jn. and Nabadwip Dham station connects the district with Howrah, Bihar, Orissa and the entire North-East India.

Table 6. Length of roads(km) maintained by P.W.D., Zilla Parishad, and Panchayet in Nadia

Year	P.W.D			Zilla Parishad			Gram Panchayat & Panchayat Samity			Prime Minister’s Gramin Sarak Yojana		
	Surfaced	Un-surfaced	total	Surfaced	Un-surfaced	total	Surfaced	Un-surfaced	total	Surfaced	Un-surfaced	total
2003-2004	997.00	8.00	1005.00	..	..	..	..	..	..	..	..	..
2004-2005	997.00	8.00	1005.00	727.62	881.55	1609.17	2210.61	1556.64	3767.25	-	-	-
2005-2006	997.00	8.00	1005.00	757.00	847.02	1604.02	2277.19	1636.38	3913.57	-	-	-
2006-	1005.00	10.00	1015.00	778.40	830.41	1608.81	222778	1544.67	3772.45	261.62	-	261.62

2007												
2007-2008	1011.0	8.00	1019.00	804.34	808.80	1613.14	2238.13	1510.89	3749.02	293.76	-	293.76

Data Source : District Statistical Handbook, 2008

Conclusion

The analysis brings into sharp focus the population growth and its effects on socio-economy and quality of life. The higher population hampered the social economic development of the study area which has ultimately affected the quality of life of individual. Each block of the Nadia district has experienced population increase, but unfortunately that increase is not consistent, if compared with the available infrastructure like education or health services both in urban and rural areas. Most of the rural people are dependent on primary activities and increased population has created pressure on local production and consumption. Consequently the quality of life is declining by pulling the socio-economy of the area downward. The curve of socio-economic well-being peaks at the metropolitan centres, declines sharply at the level of sub-regional centres and dips sharply again at smaller urban centres and rural periphery (Seed and Ioyd, 1997). It is clear that some factors have been hindering the progress of socio-economic environment. The lack of adequate productive opportunities, gender discrimination, education, nutrition and health are the alarming causes of this unequal socio-economic and human development (Ray and Das, 2011).

The general picture that emerged shows relatively high level development in the urban areas of this district, basically Krishnanagar (M), Kalyani (M), Ranaghat (M),Chakdah (M), Nabaswip (M) and Santipur (M) etc. Krishnanagar and Kalyani Municipality are highly developing as Krishnanagar is the District Head Quarter, educational facilities, proper transport networks and health centres are available here and Kalyani is the industrial, educational and medical hub of this district. The availability of proper transport networks and health services is meagre in the rural areas as compared to urban areas of this district which need to be developed as soon as possible. The only task of ending poverty, ignorance, disease and inequality of opportunity lies in human capacity building, which has to be cultivated,explored with patience and justice (Basu and Saha, 2008). Therefore,the Government, the Policy and dicision makers and the Planners should realise the problem of underdevelopment and indolence quality of life considering themselves as one of the suffers, to give equal attention to the development of all.

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AN ENQUIRY ON BATHING WATER QUALITY CONDITIONS OF THE POND WATER OF BOLPUR (SANTINIKETAN), WEST BENGAL

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Abstract

Ponds have been used since time immemorial as a traditional source of water supply in India. However, the water of the ponds are polluted mainly due to discharged waste water from residential areas, agricultural pesticides from farmlands, sewage outlets, solid wastes, detergents, automobile oil wastes and fishing facilities. In this study water samples were collected from seven different ponds of Santiniketan from October 2011 to march 2012. Ten bathing water quality parameters were analysed viz., temperature, pH, conductivity, Dissolved Oxygen (DO), Biological Oxygen Demand (BOD), Chemical Oxygen Demand (COD), alkalinity, acidity, hardness & total coliform using standard laboratory methods and procedures. These parameters of seven ponds were analysed for assessment of pollution status of bathing water and also to determine the environmental conditions of the ponds. The pH value of these ponds ranges from 6.3 to 8.3 as against the value of standard water quality i.e.6.5-8.5. Other parameters also varied within different ponds. Dissolved oxygen values varied from 3.0 to 32.39 mg/L during the investigation. Most of the ponds had higher DO values than the permissible limits (4.0-5.0 mg/L) prescribed by PCB and BIS indicating that these waters do not pose any threat to aquatic life. Total Coliform (TC) numbers of the ponds confirmed excellent water quality of the pond water quality of Santiniketan except 'Thakurpukur-2' where TC is more than 1600. The results indicate that most of the ponds in Santiniketan are having good conditions.

Key Words : Ponds, Bathing water, Parameters, Permissible limit.

Introduction

Water is an elixir of life. It governs the evolution and function of the universe on the earth hence water is vital for all known forms of life and the 'mother of all living world'. The quality of bathing waters is of great importance for several reasons. Dirty water is most of all a hazard to bathers and therefore has an influence on the economic condition of tourist destinations. For the tourist industry, clean and safe water is also a major factor in attracting visitors to an area. Ponds are highly potential among wetland sources with regard to the biodiversity components, productivity and utilization. However, like the other wetland habitats, ponds are under the most threatened habitats and therefore require proper management for the remaining ponds.

Bathing water quality is an important public health issue, mainly because of fecal contamination (Catarina et al., 2009). Besides, there are several reasons for the importance of studying the bathing water quality parameters. Unclean bathing water is very hazardous to bathers, causing gastric and skin problems (Bathing water directives, 2006). People have long enjoyed the benefits of bathing in salt water recreationally. The ponds should be conserved at any cost as these are very good source of water for fishery and domestic use (Bhuiyan and Gupta; 2007). Therefore, a new Bathing Water Directive (2006/7/EC) was adopted, setting out standards that bathing sites must attain to comply with it. Contaminated recreational water creates serious health problems including a risk factor for gastrointestinal illness. Children are at highest risk for disease who lack immunity against local endemic pathogens, tend to play for longer periods of time in ponds and may swallow more water, either intentionally or accidentally, than adults, and tourists (WHO, 2003).

Recently, the abundance of E. coli has been shown to be a better predictor of risk to humans than abundance of coliforms as it is the only biotype of the family *Enterobacteriaceae* that is almost always fecal in origin (Bonde, 1977). It is consistently present with all the pathogens. Humans are the dominant source of fecal contamination in most of the ponds. Continued use of pond water could help explain the persistence of diarrheal disease since the majority of fecal pollution is derived from human waste. Pollution of ponds is caused when a change in the physical, chemical or biological condition in the environment harmfully affect quality of aquatic life. Sufficient baseline data was generated on water quality to define limnological conditions of the pond which are the main source of water supply for drinking, bathing, sewage dumping and for many other human activities (Parikh and Andmankodi, 2011).

Objectives of the Study

Objectives of the study are :

1. To assess the water quality of the ponds to ensure if they are suitable for bathing or not.
2. To determine environmental condition of the ponds and predict their pollution status.

Materials and Methods

Study Area :

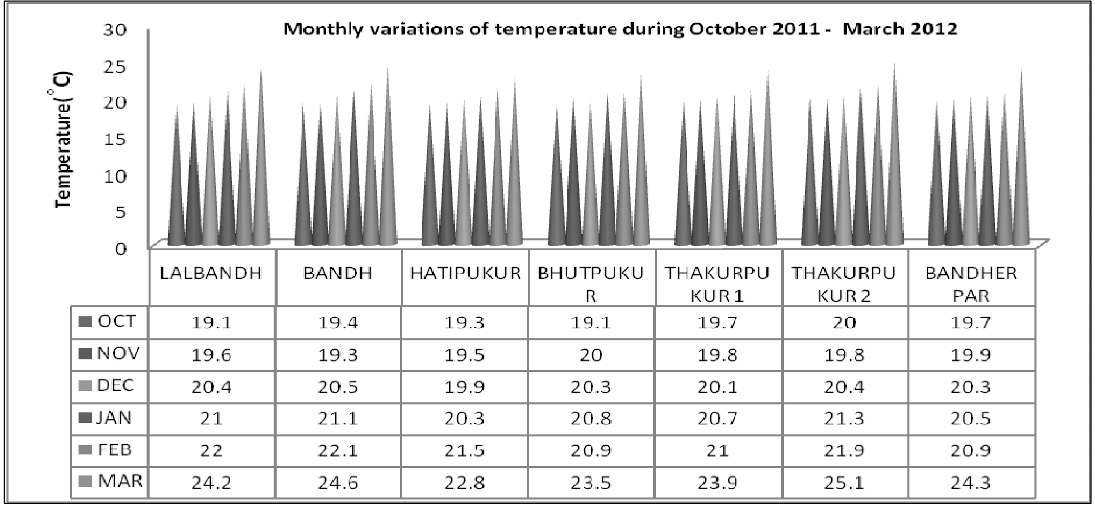
The study was done at Bolpur (Santiniketan) in seven different ponds situated at similar eco-climatic conditions of nearby areas viz., Lalbandh, Bandh, Hatipukur, Bhutpukur, Thakurpukur-1, Thakurpukur-2 and Bandher par. Santiniketan is in the Bhirbhum district of West Bengal. Local tribal people of Santiniketan as well as tourists utilize the ponds' water for bathing purpose.

Literature survey reveals that no pond water quality management studies was carried out in this region, hence the study was undertaken. The analysis of temperature, pH, conductivity, acidity, alkalinity, hardness, DO, BOD, COD & coliform test of the samples of the seven pond water were carried by standard methods of APHA (1992).

Results and Discussion

Water quality study is essential for setting base line conditions and standards. Against these standards results of further studies can be evaluated. Quality of aquatic ecosystem depends on the physicochemical qualities of water as also on the biological diversity of the system. The analysis of biological materials along with chemical factors of water forms a valid method of water quality assessment.

The analysis of the pond water samples of seven ponds of Santiniketan was carried out and the mean results of this study are presented in Table 1. In this study minimum temperature was recorded on October and maximum on March (Fig 1). The average temperature varied within the range of 20.55 to 21.47^{0}C. Temperature is basically important for its effect on chemical and biological reaction in the organisms living in water (Chapolikar et al., 2010).

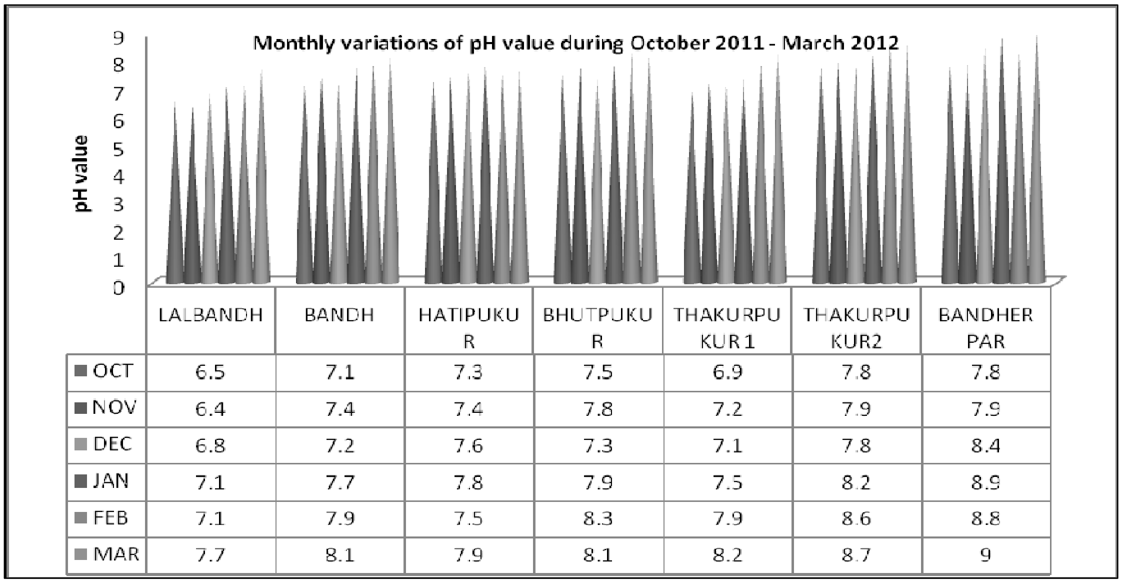


	LALBANDH	BANDH	HATIPUKUR	BHUTPUKUR	THAKURPUKUR1	THAKURPUKUR2	BANDHER PAR
■ OCT	19.1	19.4	19.3	19.1	19.7	20	19.7
■ NOV	19.6	19.3	19.5	20	19.8	19.8	19.9
■ DEC	20.4	20.5	19.9	20.3	20.1	20.4	20.3
■ JAN	21	21.1	20.3	20.8	20.7	21.3	20.5
■ FEB	22	22.1	21.5	20.9	21	21.9	20.9
■ MAR	24.2	24.6	22.8	23.5	23.9	25.1	24.3

Fig. 1 : Monthly Temperature Values of the Seven Ponds of Santiniketan

The desirable range for pond pH is 6.5 - 9.5 and acceptable range is 5.5 - 10.0 (WHO, 2003). All chemical and biological reactions are directly dependent upon the pH of water system.

(Chapolikar et al., 2009). In this study pH varied from 6.9 to 8.5. Maximum pH was recorded at Bandher par in March and minimum at Lalbandh in November (Fig 2) which was well within the permissible limit.



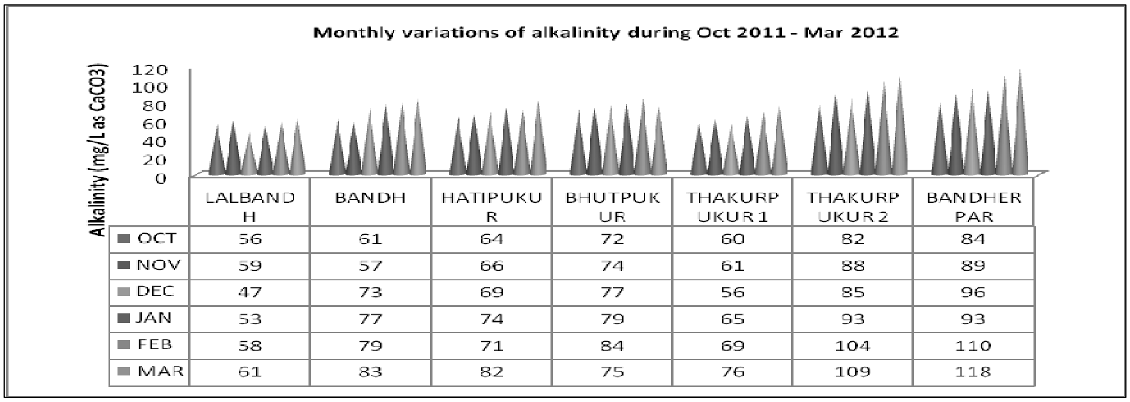
	LALBANDH	BANDH	HATIPUKUR	BHUTPUKUR	THAKURPUKUR1	THAKURPUKUR2	BANDHER PAR
■ OCT	6.5	7.1	7.3	7.5	6.9	7.8	7.8
■ NOV	6.4	7.4	7.4	7.8	7.2	7.9	7.9
■ DEC	6.8	7.2	7.6	7.3	7.1	7.8	8.4
■ JAN	7.1	7.7	7.8	7.9	7.5	8.2	8.9
■ FEB	7.1	7.9	7.5	8.3	7.9	8.6	8.8
■ MAR	7.7	8.1	7.9	8.1	8.2	8.7	9

Fig. 2. Monthly pH values of the seven ponds of Santiniketan

Total alkalinity (TA) is a measure of the concentration of bases in the water that provide buffering capacity. In this study the alkalinity ranged from 47-118 mg/l that reflects good productivity of water body. Maximum was recorded at Bandher par on March and minimum was at Lalbandh on December (Fig 3). The range of acidity was 46 to 108 mg/l. Maximum was recorded at Lalbandh on October and minimum at Bandher par on February (Fig 4).

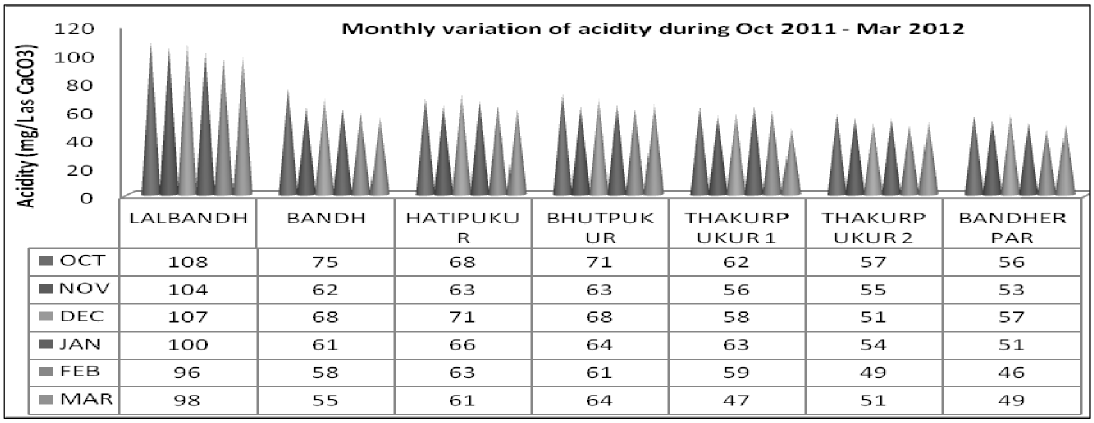
Like total alkalinity, total hardness is not change very much during shipment. Hardness of water mainly depends upon the amount of calcium or magnesium salt or both. In this findings, hardness value varied from 102 to 189 which were in permissible limit. Maximum hardness was recorded at Thakurpukur2 in March and minimum at Bandher par on October (Fig 5). The values are higher than the recommended value of 25 - 100 mg/l (Wurts and Durbow, 1992). Thus, the result of this study in terms of hardness is supportive of Wurts and Durbow (1992).

Electrical conductivity (EC) is a measure of how well a solution conducts electricity and is correlated with salt content. The conductivity of water depends upon the concentration of ions and its nutrient status. Conductivity should change little during shipment to the laboratory. Based on electrical conductivity values the water quality can be classified as poor, medium or good (Chapolikar et al., 2010). Here the maximum conductivity was observed at Bhutpukur in February and minimum at Hatipukur in October (Fig 6) indicating very low salt content of the pond water bodies.



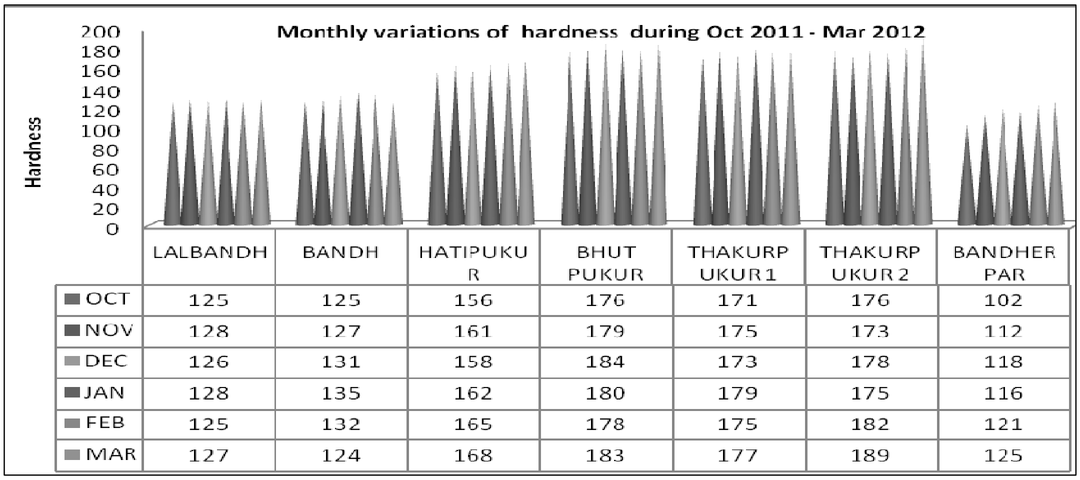
	LALBANDH	BANDH	HATIPUKUR	BHUTPUKUR	THAKURPUKUR1	THAKURPUKUR2	BANDHER PAR
■ OCT	56	61	64	72	60	82	84
■ NOV	59	57	66	74	61	88	89
■ DEC	47	73	69	77	56	85	96
■ JAN	53	77	74	79	65	93	93
■ FEB	58	79	71	84	69	104	110
■ MAR	61	83	82	75	76	109	118

Fig 3. Monthly alkalinity values of ponds of Santiniketan



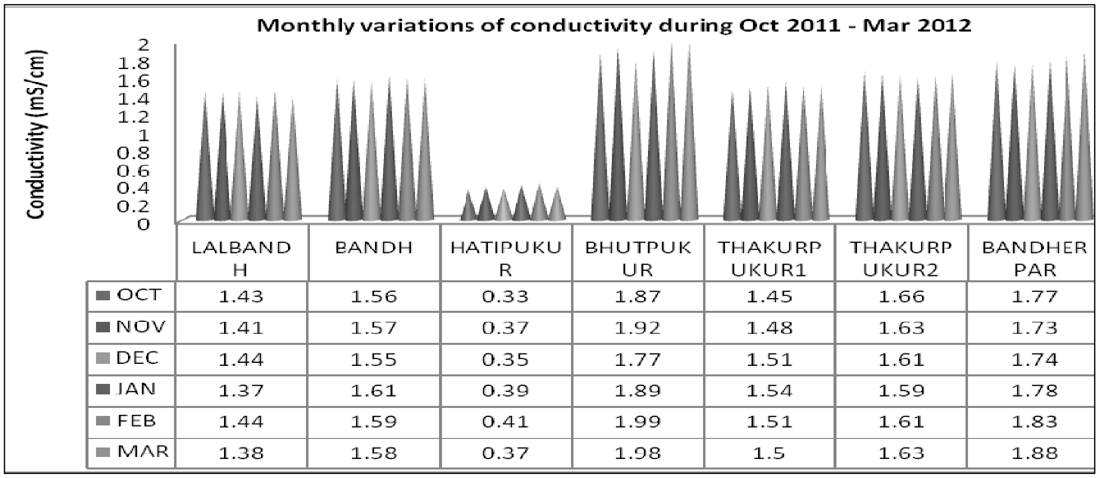
	LALBANDH	BANDH	HATIPUKUR	BHUTPUKUR	THAKURPUKUR 1	THAKURPUKUR 2	BANDHERPAR
■ OCT	108	75	68	71	62	57	56
■ NOV	104	62	63	63	56	55	53
■ DEC	107	68	71	68	58	51	57
■ JAN	100	61	66	64	63	54	51
■ FEB	96	58	63	61	59	49	46
■ MAR	98	55	61	64	47	51	49

Fig 4. Monthly acidity values of the seven ponds of Santiniketan



	LALBANDH	BANDH	HATIPUKUR	BHUT PUKUR	THAKURPUKUR 1	THAKURPUKUR 2	BANDHERPAR
■ OCT	125	125	156	176	171	176	102
■ NOV	128	127	161	179	175	173	112
■ DEC	126	131	158	184	173	178	118
■ JAN	128	135	162	180	179	175	116
■ FEB	125	132	165	178	175	182	121
■ MAR	127	124	168	183	177	189	125

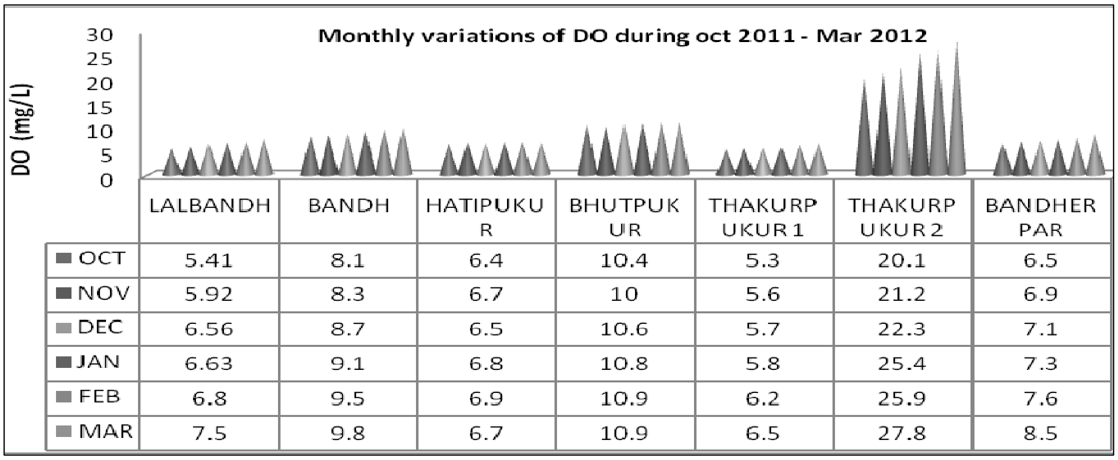
Fig 5. Monthly hardness values of the seven ponds of Santiniketan



	LALBANDH	BANDH	HATIPUKUR	BHUTPUKUR	THAKURPUKUR1	THAKURPUKUR2	BANDHERPAR
■ OCT	1.43	1.56	0.33	1.87	1.45	1.66	1.77
■ NOV	1.41	1.57	0.37	1.92	1.48	1.63	1.73
■ DEC	1.44	1.55	0.35	1.77	1.51	1.61	1.74
■ JAN	1.37	1.61	0.39	1.89	1.54	1.59	1.78
■ FEB	1.44	1.59	0.41	1.99	1.51	1.61	1.83
■ MAR	1.38	1.58	0.37	1.98	1.5	1.63	1.88

Fig 6. Monthly conductivity values of ponds of Santiniketan

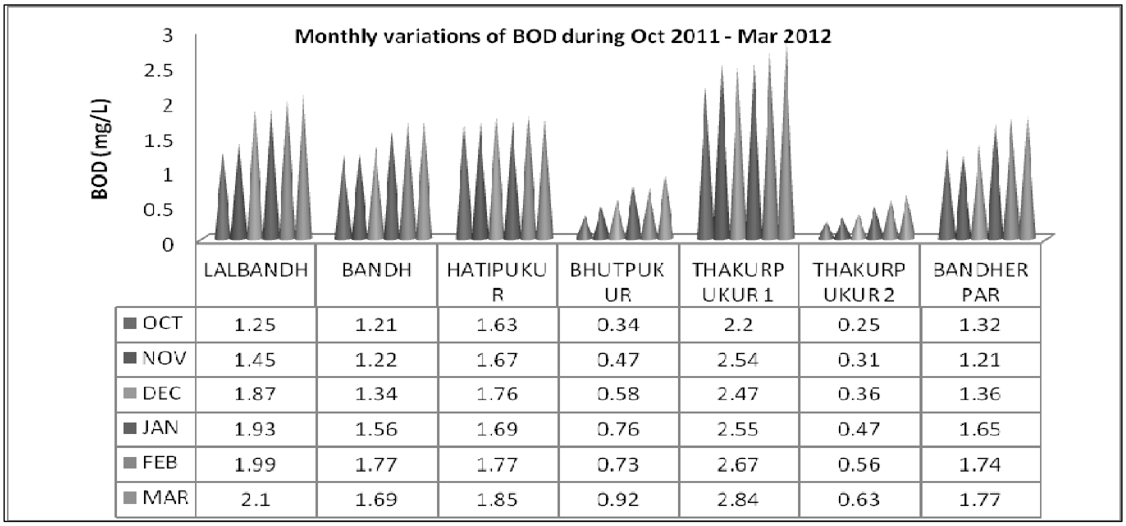
Dissolved oxygen is very vital parameter in water quality assessment and reflects the physical and biological process prevailing in the water. This is a measure of amount of gaseous oxygen dissolved in an aqueous solution that plays a vital role in the biology of cultured organisms. The DO values indicate the degree of pollution in water bodies. DO values in the present finding varied from 5.3 to 27.8; maximum and minimum was recorded at Thakurpukur2 in March and Thakurpukur1 in October (Fig 7). The minimum DO should be 5 mg/l for tropical fish. Dissolved oxygen concentrations in unpolluted water normally range between 8 and 10 mg/L and concentrations below 5 mg/L adversely affect aquatic life.



	LALBANDH	BANDH	HATIPUKUR	BHUTPUKUR	THAKURPUKUR1	THAKURPUKUR2	BANDHERPAR
■ OCT	5.41	8.1	6.4	10.4	5.3	20.1	6.5
■ NOV	5.92	8.3	6.7	10	5.6	21.2	6.9
■ DEC	6.56	8.7	6.5	10.6	5.7	22.3	7.1
■ JAN	6.63	9.1	6.8	10.8	5.8	25.4	7.3
■ FEB	6.8	9.5	6.9	10.9	6.2	25.9	7.6
■ MAR	7.5	9.8	6.7	10.9	6.5	27.8	8.5

Fig 7. Monthly DO values of the seven ponds of Santiniketan

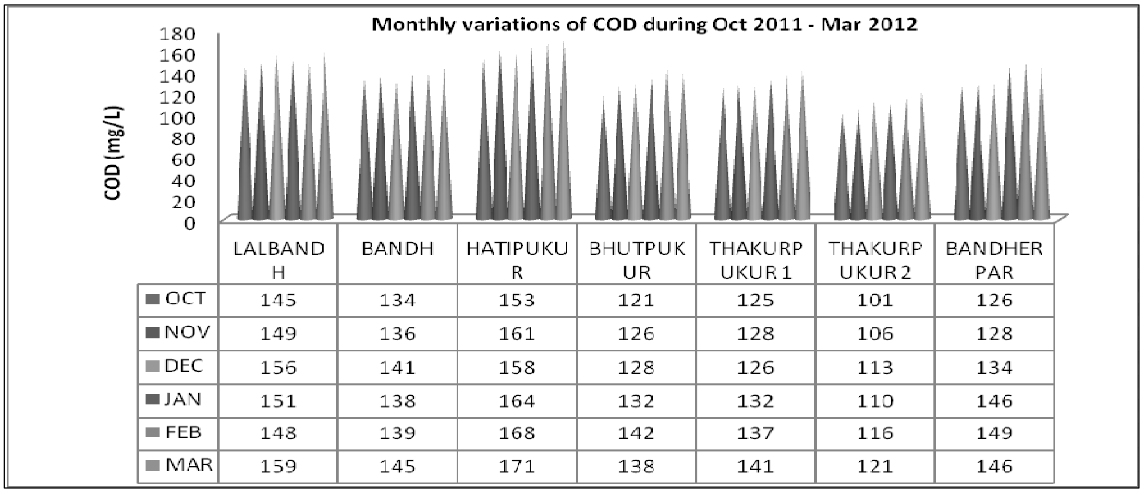
Biochemical oxygen demand varied significantly among the ponds. The highest value was 2.28 mg/l at Thakurpukur1 on March and least was 0.25 mg/l at Thakurpukur2 on October (Fig 8). These are all below FEPA standard. However, permissible limit as reported by APHA (1992) is 4 mg/l. Accumulation of low BOD results in organisms being stressed, suffocated and death (APHA, 1992). This was not observed in the ponds under study.



	LALBANDH	BANDH	HATIPUKUR	BHUTPUKUR	THAKURPUKUR1	THAKURPUKUR2	BANDHERPAR
■ OCT	1.25	1.21	1.63	0.34	2.2	0.25	1.32
■ NOV	1.45	1.22	1.67	0.47	2.54	0.31	1.21
■ DEC	1.87	1.34	1.76	0.58	2.47	0.36	1.36
■ JAN	1.93	1.56	1.69	0.76	2.55	0.47	1.65
■ FEB	1.99	1.77	1.77	0.73	2.67	0.56	1.74
■ MAR	2.1	1.69	1.85	0.92	2.84	0.63	1.77

Fig 8. Monthly BOD values of ponds of Santiniketan

COD determines the oxygen required for chemical oxidation of organic matter. COD values may be attributed to the amount of dissolved oxidisable organic matter including the non-biodegradable matter present in it. Chemical dissolved oxygen varied from pond to pond. In our investigation COD varied in the range of 101 to 171, maximum COD was recorded at Hatipukur in March and minimum at Thakurpukur2 in October (Fig. 9).



	LALBANDH	BANDH	HATIPUKUR	BHUTPUKUR	THAKURPUKUR 1	THAKURPUKUR 2	BANDHER PAR
■ OCT	145	134	153	121	125	101	126
■ NOV	149	136	161	126	128	106	128
■ DEC	156	141	158	128	126	113	134
■ JAN	151	138	164	132	132	110	146
■ FEB	148	139	168	142	137	116	149
■ MAR	159	145	171	138	141	121	146

Fig 9:- Monthly COD values of the seven ponds of Santiniketan

The number of coliform bacteria here varied from 17 to ≥1600 (Table 1). Maximum coliform number was recorded at Thakurpukur2 and minimum at Thakurpukur1. But however, the abundance of E. coli has been shown to be a better predictor of risk to humans than abundance of coliforms. E. coli was showing minimal growth in aquatic systems and is consistently present when pathogens are present.

Table 1. Six months mean values of water quality parameters of seven ponds of Santiniketan

Parameters	Lalbandh	Bandh	Hatipukur	Bhutpukur	Thakurpukur 1	Thakurpukur 2	Bandher par
Temperature	21.05	21.17	20.55	20.77	20.87	19.6	21.47
Conductivity	1.41	1.58	0.37	1.90	1.50	1.62	1.79
pH	6.9	7.6	7.6	7.8	7.5	8.2	8.5
DO	6.5	8.9	6.6	10.6	5.9	23.8	7.3
BOD	1.765	1.465	1.728	0.633	2.545	0.43	1.508
COD	151.33	138.83	162.5	131.17	131.50	111.17	138.17
Alkalinity	55.67	71.67	71.00	76.83	64.50	93.5	98.33
Acidity	102.17	63.17	65.33	65.17	57.50	52.83	52.00
Total Hardness	126.5	129	161.67	180	175	178.83	115.67
Total Coliform	33	170	220	60	17	≥1600	170

Source : Ponds of Bolpur Santiniketan, West Bengal.

So, significant variations in values of different parameters were observed in the various ponds at Santiniketan. Generally, the parameters analysed fell within the desirable and acceptable limits. Although, there were values higher than the acceptable limit, the situation can be remedied by change of water in the ponds. However, significant pollution of the bathing ponds was not indicated from the result of the parameters analyzed.

Conclusion

On the basis of selected parameters study we concluded about these water bodies that the hardness of the pond waters of Santiniketan lies under the safe unit according to generally used specifications for bathing water. But opposite to this coliform number of Thakurpukur-2 pond water is out of safe range for bathing while other ponds are in safe limit. BOD, COD and values of other parameters are also safe in the ponds. The pH readings indicate that there are low mineral acidity, which is not harmful to fish also. But pH of some of the water bodies is nearly crossing the safe limit for bathing throughout the year so they may not suits for bathing purpose due to fear of some ill effects. Temperature conditions of these ponds favour the chemical reactions in pond waters. Alkalinity values show the good productivity of the ponds, conductivity values indicate that the pond water bodies have very low salt content. So, the study reveals that maximum parameters of the study area do not exceed the permissible limit prescribed by PCB. The pond water satisfies the need of the local people in the vicinity of study area.

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COMPARISON OF SELECTED PHYSICAL FITNESS VARIABLES OF SCHOOL LEVEL FOOTBALL AND VOLLEYBALL PLAYERS

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Abstract

The purpose of the present study was to compare the selected physical fitness variables of school level football and handball players. Total sixty subjects were randomly selected (football players: N=30 and handball players: N=30) from various Schools of different districts of West Bengal were taken as a sample. Their age ranged between 14-16 years. Physical fitness tests were utilized to measure the selected physical fitness variables of players. For analysis of the data Mean & SD were calculated and to examine the significance difference between the group mean of different physical fitness variables, independent samples't' test was applied, and level of confidence was set at 0.01 level. Study concluded that significant difference ($p<0.01$) found between the means of selected physical fitness variables such as speed, Coordinative ability and Endurance (except flexibility) between school level football and volleyball players.

Key Words : Physical fitness, Speed, Coordinative ability, Endurance and Flexibility

Introduction

Physical fitness is one of the most important aspects in the field of physical education. Fitness is not a state for young it is a reality for all ages. Accordingly to the current thinking in the physical education profession, physical fitness is either health related or performance related fitness. Highly skill athletes process this ability in a state. The sports in which they participate may also require one or more of the health related Components because there is not mutual exclusivity between the 2 types of fitness. The primary objective for non-competitor for H.R.F but the activities they use to achieve this goal may also require some or all of the performance related Components. In fact some people prepare the challenge the developing skill & fitness consequently. These people are usually athletic & enjoy athletic competition. It is important for people to understand that the attained for the H.R.F does not depend upon athletic ability.

Performance related fitness is part of Physical fitness. Physical fitness is the determine factor of performance related fitness. Performance related fitness depends upon the status of physical fitness of the particular type of games & sports. Physical fitness refers to the organic capacity of the individual to perform the normal task of daily living without undue tiredness or fatigue having reserve of strength and energy available to meet satisfactorily any emergency demands suddenly placed upon him. Physical fitness is a state of well-being that comprises skill related and health-related components.

Fitness is a state of well-being that comprises skill related and health-related components. Skill related physical fitness refers to an individual's athletic ability in sports such as tennis and encompasses skill-related attributes like dynamic balance, power, speed and agility; the health-related aspect is a measure of cardiovascular endurance, muscle strength, endurance, and flexibility, and body composition (Hopkins & Walker, 1988).

A skill related component of physical fitness that relates to the ability to perform a movement or cover a distance in a short period of time. In football & volleyball sudden movement is needed. A skill related component of physical fitness that relates to the ability to use the sense together with body parts in performing motor tasks smoothly & accurately. Coordination ability is needed for all kind of games & sports, football & volleyball also not except from that list.

Cardiovascular endurance refers to the ability of your heart and lungs to work together to fuel your body with oxygen. The Cooper Run is most often used to test cardiovascular endurance. Aerobic conditioning, like jogging, swimming and cycling, can help improve cardiovascular endurance.

Muscle endurance refers to the ability of a muscle to perform a continuous effort without fatiguing. Cycling, step machines and sit up tests are often used to measure muscular endurance.

Flexibility refers to the ability of each joint to express its full range of motion. Flexibility can be tested by stretching individual muscles or by performing exercises such as the lunge or the sit and reach. The purpose of this study was to compare the selected physical fitness of school football and volleyball players.

Methodology

Physical fitness was measured with the help of the following tests – A 50 meter Run test (Johnson and Nelson 1979) was used to estimate Speed. The time was recorded correct unto tenth of seconds Shuttle Run (6x10m) test (Jension and Hirst 1980) was used to monitor the Coordinative ability of the athletes. The total time in seconds was recorded. 600 yards Run or Walk test (AAPHER 1965) was used to measure Endurance. The time taken to run 600 yards recorded in minutes. Flexibility was assessed using the sit-and-reach test (Johnson and Nelson 1979). The best reach of the subject was taken .The distance measured in centimetres. Values are presented as mean values and SD. Independent samples t tests were used to test if population means estimated by two independent samples differed significantly. Data was analyzed using SPSS Version 16.0 (Statistical Package for the Social Sciences, version 16.0, SPSS Inc, Chicago, IL, USA).

Results

Table 1 : Comparison of selected physical fitness variables of school level football and volleyball players.

Variables	Football Players (N = 30)		Volleyball Players (N = 30)		t-value
	Mean	SD	Mean	SD	
Speed	8.74	0.79	7.98	0.54	4.35*
Coordinative ability	15.76	0.75	14.72	0.92	4.80*
Endurance	2.41	0.24	2.27	0.13	2.67*
Flexibility	11.98	2.81	12.65	2.57	0.96

*Indicates p< 0.01

The results of selected physical fitness variables of school level football and volleyball players are presented in table-1. Analysis of data revealed significant group differences were found for speed (4.35*), coordinative ability (4.80*) and Endurance (2.67*). Analysis of data revealed no significant group difference was found for flexibility (0.96).Thus it may be concluded that the selected physical fitness variables of school level football and volleyball players were found to be statistically significant except Flexibility. The graphical representation of mean Values of speed, Coordinative ability, Endurance and Flexibility of school level football and volleyball player has been exhibited in figure 1&2.

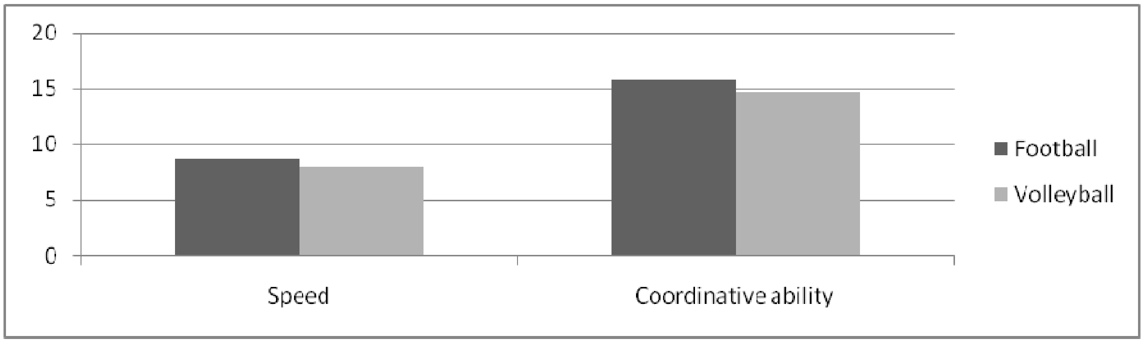

Fig. 1. Comparison of Speed and Coordinative ability variables of school level football and volleyball players

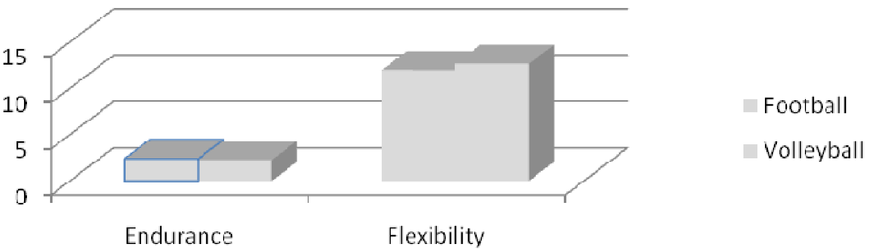

Fig 2. Comparison of Endurance and Flexibility variables of school level football and volleyball players

Discussion

Physical fitness variables are very important in both athletes and form a condition for higher performance. Mal (1982) stated that the components of physical fitness like speed, endurance, flexibility and the various coordinative abilities are essential for a high technique and tactical efficiency. Depending upon the demand of the game, each factor of physical fitness should be optimally developed. In the present study there was significant difference observed between the school level football and volleyball players in all the selected physical fitness variables except flexibility. Different training program of both games players made these differences. The analysis of results indicates a higher level of all physical fitness variables in the group of the examined football players compared to volleyball players. The present study showed that the group differences were found for speed (4.35*), coordinative ability (4.80*) and Endurance (2.67*). These results are in conformity with the study carried out by Das, et al. (2007) to compare the physical fitness components of junior footballers and sprinters of Kolkata, of the age group 14 to 16 years. Results revealed that there exist significant difference in flexed arm hang (arm & shoulder strength), bent knee sit-ups (muscular strength & endurance), shuttle run (co coordinative ability), 600 yard run/walk (endurance) of junior footballers and sprinters. Pate, R.R. (1990) also reported that physical activity and physical fitness are significantly, although moderately, associated in young children. The data presented in the present study carry immense practical application and should be useful in future investigations on player's selection.

Conclusion

In conclusion, the present study suggests that selected physical fitness variables i.e., speed, coordinative ability and Endurance (except flexibility) of school level football and volleyball players found to be statistically significant. Different training program of both games players made these differences.

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UNIVERSALIZATION OF QUALITY IN ELEMENTARY EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Abstract

In the present contexteducation is perhaps one of the most important means for individuals to improve their personal endowment, build up their capacity levels, and enlarge their available set of opportunities and choices for a sustained improvement of quality of life. Universalization of Elementary Education (UEE) is the constitutional commitment in India. Efforts have been made in the past to achieve the goal but despite of spectacular quantitative expansion of educational facilities, the goal is still far from the distant dream. The focus of the programmes like District Primary Education Programme(DPEP) and recently launched SarvaShikshaAbhiyan (SSA) is on decentralized planning process with emphasis on disaggregated target setting and participatory planning approach. To develop elementary education plans, a variety of activities need to be initiated at different levels among which diagnosis of present status of educational development in the district is the most important one. The diagnosis exercise helps the district planning team in identifying educationally backward areas, focus groups and major problems in the districts. The purpose of this paper is to briefly describe some of the new innovations and strategies that are being applied in India today to achieve the UEE for sustainable development by the turn of this century.

Key Words : UEE, Quality of Education, Education for Sustainable Development.

"For fifty years we have been a developing nation. It is time we see ourselves as a developed nation."

-A.P.J Abdul Kalam

Introduction

Education has the power to transform lives. It broadens people's freedom of choice & action, empowering them to participate in the social & political lives of their societies & equips them with the skills they need to develop their livelihoods. In this process education enhances human capital, productivity & empowers for facilitating the process of acquisition, assimilation & communication of information & knowledge. Quality of education is the basic requirement for success of democracy & progress of country. UEE is a provision to provide free educational opportunities to all children of the society irrespective of caste, creed &sex.Since independence many steps have been taken & different commissions & committees have given suggestions to achieve UEE. But it is still far from the hope & the national target. The Indian constitution resolves to provide quality education to all & in an effort to fulfill the educational needs of the country specifically for the diverse societies & cultures of the country. Our country has built up during the last 50 years, a very large system of education & hascreated avastbody of men & women equipped with a high order of scientific &technological capabilities, robust humanist & philosophical thought & creativity. It would be worthwhile to observe the trends in the different sectors of education from post-independence period to the present scenario. The constitution of India casts an obligation on the state to provide free &compulsory education to all children up to the age of 14.

Universalization of Elementary Education (UEE)

Elementary Education system in India is the second largest in the World with 1,285,576 governments recognized elementary level schools located in 633 districts, enrolling 187,727,513 children during 2008-09. But in spite of large network of educational institutions, India has already missed the gender parity target & target of covering all children aged 6-14 years in schools by 2010. Universalization of Elementary Education (UEE) has one of the most important goals of educational development in India since independence. The goal of free &compulsory education for all children up to age of 14 years as stipulated in Article 45 of the constitution has been stated as, "The State shall endeavour to provide within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years"

(**Constitution of India, Directive Principles of State Policy, Article 45**). Therefore, UEE means universalization of access, universalization of enrolment, universalization of participation, universalization of retention, & universalization of achievements.

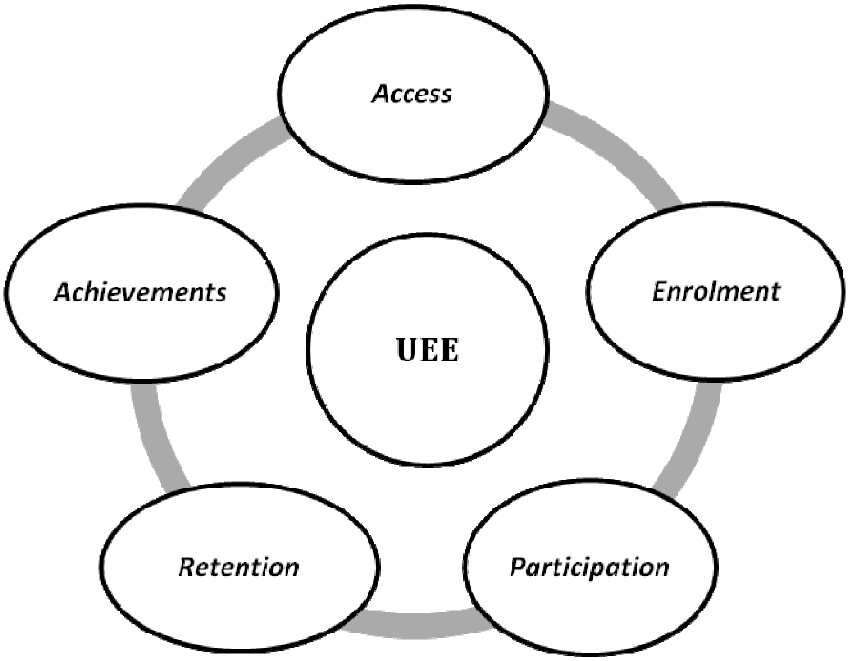

Fig 1. Major Elements of UEE

UEE : Need of the Hour

The Education for All (EFA) Summit the nine high-population countries held in New Delhi in December 1993, which an off shoot of the World Conference on Education for All was held in Jomtien, Thailand, in March 1990, culminated in a policy declaration & framework of strategies for its implementation. The policy declaration called for providing basic education facilities for every child &consolidating efforts towards the sustainable development of education for youth & adults. It can be said that the Indian National Policy of Education (NPE) 1986 & its POA 1992, while resolving to ensure free & compulsory education of satisfactory quality to all children up to 14 years of age by the year 2000, adumbrated the policy statement made at the EFA Summit. UEE has been one of the most important goals of educational development in India since independence. One of the greatest weaknesses for poor progress in achieving UEE is the lack of community involvement in school programmes. The NPE 1986 gave stress on the community involvement in the sustainable educational management. Community involvement would establish close linkage between school & community & help in improving quality in education, reduction of absenteeism & irregularity. It will have the responsibility of preparing Sustainable Development (SD) plans &implementing educational programmes besides dealing with subjects closely related to the quality of education.The priority concerns for the country remain particularly with improving the quality of education& making education effective, enjoyable & relevant to all the children. In India, a large universe of working children exists such as the street children, neglected & destitute children, children of sex workers &children practicing as sex workers. Many of these have been targeted through non-formal initiatives but never mainstreamed. Also, along with access & retention, the quality of education provided to them is questionable.

Status of Elementary Education

At the time of independence, only fourteen percent of the population was literate &only one child out of three had been enrolled in primary school. The need for universal education for all children in the age group of 6-14 years recognized as a crucial input for nation building, was given due consideration in successive Five Year Plans & has resulted in a manifold increase of spatial spread, infrastructure facilities, increased coverage of various social groups; but the goal of providing basic education to all continues to be elusive.The elementary education system of India has expanded into one of the largest in the world. The number of primary schools increased from 2.15 lakhs in 1950-51 to 7.48lakhs in2011; the corresponding increase in upper primary schools was from 0.14 lakhs to4.47 lakhs. Universal provision of education has been substantially achieved at the primary stage (class I-V). An estimated 95% of the rural population living in 8.26,000 habitations has a primary school within a walking distance of 1 Km & about 85% of the rural population has an upper primary school within a walking distance of 3 Kms. More than 150 million children are currently enrolled covering around 90% of the children in the age group of 6-14 years. Recent surveys on literacy rates indicate a phenomenal progress in the nineties &indicate a significant rise in the literacy level (Table-1).

Table 1

Year	Literacy Rate (%)			Number of Schools	
	Persons	**Males**	**Females**	**Primary**	**Upper Primary**
2011	74.04	82.14	65.46	748547	447600
2001	64.88	*75.26*	53.67	664041	219626
1991	52.21	64.13	39.29	566744	155926
1981	43.56	56.37	29.75	503763	122377
1971	34.45	45.96	21.98	417473	93665
1961	28.30	40.40	15.75	351530	55915
1951	18.33	27.16	8.86	215036	14576

Source : Census of India Report 2011, & Educational Statistics At a Glance-2013, MHRD

UEE – Indian Context

` Four and a half decades ago, people in India had taken a pledge through our constitution that within a period of ten years from 1950, free & compulsory elementary education would be provided to all children up to 14 years of age. Since 1950, determined efforts were made towards the achievement of this goal. Over the years, there have been very impressive increases in the number & spread of institutions as well as enrolment. Today, India has about 574,000 primary schools (class I-V) & 156,000 upper primary schools (classes VI-VIII), the number of teachers in them being 1.705 million & 1.082 million respectively. The enrolment at the primary & upper primary stages is 109 million & 40 million respectively. The Indian elementary education system is thus one of the biggest such systems in the world, providing accessibility within 1 km to over 825,000 habitations covering 94% of the country's population. During the past one decade the enrolment rate has grown close to 100% at the primary stage.However, UEE in its totality is still an elusive goal & much ground is yet to be covered. Drop-out rates continue to be high (24.93% in classes I-V & 53% in classes VI-VIII), retention of children in schools is poor, achievement levels are low, & wastage is considerable. Despite increased participation of girls, disparity still exists, more particularly among scheduled castes (SCs) & scheduled tribes (STs). In the NPE 1986, with revised modifications in 1992, it resolved to achieve the goal of UEE by the turn of the century, emphasizingthree aspects: universal access & enrolment, universal retention up to 14 years of age& a substantial improvement in the quality of education. The resolve is spelt out unequivocally & emphatically in the Programme of Action (POA) 1992, which gave unqualified priority to UEE.

UEE for Sustainable Development

As we all knowthat human development programmes, including Education for Sustainable Development (ESD) must consider three things for sustainability – *Economy, Environment*, &*Society*. ESD is based on few ideas& principles i.e. gender equity, poverty alleviation, social tolerance, environmental preservation &restoration, peaceable societies. Sustainable Development (SD) is popularly described as"a development that meets the needs of the presentwithout compromising the ability of the future generations to meet their own needs" (Brundtland, 1987: 19). Therefore, achieving SD will require educational balancing among these three for consideration in the pursuit of development & an improved quality of life. Education has always been considered as the only key component of human development & greatest liberating force. It is considered as the fundamental to all round development of the individual both at material & spiritual level.

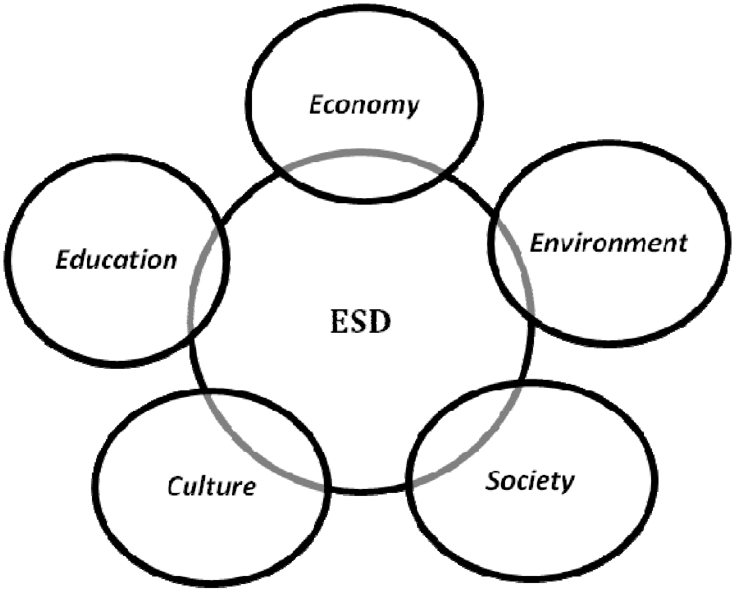

Fig. 2. Major Aspects of ESD

If universalization of education is a fundamental human right, then quality of education must support all the human rights. Each & every developing individual, family members, citizens & educate peoples try to creates an ideal sustainable world- a world of peace, equality & education. It becomes transformed the current societies into more knowledgeable, skillful& sustainable one.Universalization of Quality in Elementary Education (UQEE) is very important in both our personal & professional life, in a number of significant ways. It has an impotency with respect to one's successful career, which in turn, the quality of life of the nation's people. But it is not possible for any students to cope with good higher studies without the right background in all the way through primary schooling. The emphasis on elementary education can give us a valuable hand-start but nothing more. Unfortunately in our country, where 90% of our primary schools are run by government, most of them are situated in rural areas & they lack the average criteria for quality education. For successful completion of ESD programmes in elementary school level, both formal educational sectors & NGOs will have to work together in a cooperative manner. Besides creating public awareness, training & human security, the appropriate strategy for UEE to introduce value education, vocationalization of education in school level for SD.

Hurdles to Achieve the Goal

Education is the key for social & economic development of any society. It encompasses every sphere of human life. Level of literacy has a profound bearing on the level of human development. There are major issues, which are directly or indirectly concerned with the education in India. First, the dropout rate in primary & upper primary schools is become a major issue of concern. Second issue is infrastructure of school buildings, which are in bad conditions. Also the old or unsafe school buildings of our state are inadequate to meet the needs of school children. Many of them one-room (or even open-air) operations with poorly paid teachers.Funds become major hurdle for every developmental programme in India. In some cases, it is surplus & government cannot utilize the fund within the required timeframe. On the other side, it is deficit. Even most of the time, we extend our hand in front of the Central Government, financial institutions for funds. Though, the fiscal deficit is surely a problem, but that could not be excused during a downturn if it is used for opening up the way to developed nation. The Government of India fully endorses the approach on UEE & the scheme 'SSA' should be given the highest priority. But when peoples are heading towards success of the programme, they do not have fund to provide the study materials to the students. With the assistance from Central Government, the State Government has been providing the study materials every year.

Now days, it is become a routine issue for the government to sanction inadequate fund & demand more money at the neck of the moment when the books should reach at the end user. This is not only creating an obstacle in the time bound programme but also spoil the valuable time of the students for struggling with the course without courseware. This major issue is occurred in every year at the beginning of the school academic session. Government has been compromising the issue without thinking the future of the small kids of our country.

Major Strategies and Initiatives

Today UEE has now been a widely recognized by most of the people. In a country like India, policies & pledges are easy to make but implementation can be difficult & goals hard to achieve. Current population of India 1.22 billion is the second most populous country in the world, while China is on the top with over 1.35 billion people. Our experience with UEE encompasses the entire third world experience. Therefore, on one hand, we have states like Kerala, which have achieved universal literacy as well as UEE in terms of school participation as well as on the other hand; we have states like Bihar & Madhya Pradesh, with indicators as bad as those of the sub-Saharan countries. New innovations & alternative strategies for UEE are as follows :

1. Strengthening the non-formal education (NFE) system.
2. IntroducetheMinimum Levels of Learning (MLLs) at primary &upper primary stages.
3. Disaggregated target setting &decentralized micro planning.
4. Improvement of school facilities by revamping the scheme of Operation Blackboard.
5. Establishing linkages between the programmes of ECCE, Literacy &UEE.
6. Addressing the better access for girls, disadvantaged groups & out-of-school children.
7. Restructuring of teacher training with update strategies &programmes.
8. Launching the National Elementary Education Mission (NEEM).
9. Availing of external financial support for Basic Education.

Government Steps

In early 2000s, the efforts towards making Elementary Education a ‘Fundamental Right’ was also to make state responsible for providing the education services & increased financing of the sector.Governmentof India has always made concerted efforts to provide education to all. Some major initiatives were taken to offer quality of education for a brighter future not only for the state, at last for the nation. Both the central &state governments have been expanding the provision of formal & non-formal education to realize the goal of UEE. The directive principles of state policy envisage UEE as one of the major goals to be achieved & mandated in a timeframe. It ensures transparency & accountability of the school system to the community. Major change for education sector were initiated in 1997 when education was shifted from state jurisdiction to concurrent jurisdiction, paving the way for central government’s responsibility & role towards Elementary education. From 1994 several Centrally Sponsored Schemes (CSSs) with financial allocations from central government & financial support from United Nations Agencies, the World Bank & other agencies provided support for selected education backward districts across the country under District Primary Education Programmes(DPEP). Other CSSs in operation were Operation Blackboard, Mid-day meal scheme/ National Programme for Nutritional Support (NPNS) to Primary Education, Teachers Education, Kasturba Gandhi BalikaVidhalaya (KGBV), &SarvaShikshaAbhiyan (SSA).Government of India's flagship ‘SSA’ programme calls for community participation through effective decentralization - involvement of Village Education Committee (VEC), Members of Panchayat Raj Institutions&Women’s' group. The internal pressure in the form of the States’ Education Ministers’ in 1998 recommended a UEE program in mission mode. The international pressure was also evident in the form of MDGs to which India was committed to achieve. As per the guidelines adopted at the national level, the state aims at providing access to primary schools within one Km.&upper primary schools within three Km. from habitations.Not only that, in order to achieve the goal of UEE& to improve the quality, steps have been initiated to engage more Para Teachersunder state Plan.

National Elementary Education Mission (NEEM)

In India with the objective of mobilizing all the resources- human, financial & institutional – necessary for achieving the goal of UEE by the year 2000, a National Elementary Education Mission

(NEEM) was set up in August 1995 with the DPEP as its core. This Mission will monitor & implement all the meticulously formulated strategies based on micro planning& will ensure that free & compulsory education of satisfactory quality is provided to all children up to 14 years of age by the turn of the century. The programme would strengthen the capacity of national, state & district institutions &organizations for the planning, management &evaluation of primary education. NEEM has recently been set up to oversee, among other things, the implementation of this programme throughout the country.

Critique on UEE

On the basisof present educational scenario, for the year 2025 people have significant requirements & goals set for themselves, which will enable our nation to possess self-equipped citizens holding a key to the progress & development in all spheres. This implies that all the provisions stated in the NPE must be realized by 2025. It is important to understand the quantitative requirements of the sector concerning issues of enrolment, school infrastructure, & teacher availability etc. Thereafter, it will be logical to analyze the scenario that will exist in the year 2025, with respect to the attainment of the requirements.The total population of India in the age group of 6-14 years was170 million in 1991 & the corresponding enrolment at the elementary level was 136.50 million. In 2025 the population figures for the same age group have been projected as 199 million. Some other issues like educational infrastructure &appoint good teachers with good salary are also taken into consideration. When government is appointing good teachers for this programme, it should think about the other side of the coin. Various state governments appointed ShikshaSahayaks under several schemes including DPEP & SSA for universalization of education. But due to deficit budget the ShikshaSahayaks are compromising with the situation & ready to work in less salary. In spite of that the state government is unable to provide their share at least in time to the ShikshaSahayaks. In this critical situation it is difficult to expect quality of education from a teacher who is struggling to survive in this expensive society. Though central government is supporting 75% of the estimated expenditure, this additional hike will be added to the aided account. The major barrier is deficiency of fund.

Conclusion

Whenever people are discussing about any developing &developed nation, suddenly mainfocus comes to the Education. It makes man a right thinker. The recognition of this fact has created awareness on the need to focus upon literacy &Elementary Educationprogrammes, not simply as a matter of social justice but more too social well-being, &social stability for sustainable future generation.Based on the evidences on different components of EFA one gets the impression that the country progressed tremendously but still it has certain areas of concern, which are primarily responsible for fulfillment of the goals of universal literacy & enrolment. Across the country, educational facilities are now available to a large segment of population & areas, but compared to primary, upper primary facilities are not yet available to all areas &population. Over a period of time, ratio of primary to upper primary schools improved significantly but the same is not as envisaged in the policy directives. The country also failed to adequately create, utilize & make available alternative facilities in all habitations & areas.At least the State Government should give up elementary education. But moving beyond educational programmes requires much political will & public pressure. Unfortunately, elementary education continues to receive low priority from those in power. We must have committed to ensuring that all children, irrespective of gender &social category, have access to education that enables them to acquire the skills, knowledge,values &attitudes necessary to become responsible & active citizens of India. Therefore we hope that the country should compound its efforts toensure the targets of EFA by 2015.

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A STUDY ON THE EFFECT OF YOGIC PRACTICES ON TRAIT ANXIETY AND STATE ANXIETY OF YOUTH PARTICIPATING IN SIX WEEKS YOGA CAMP

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Abstract

Anxiety is a set of phenomenological, physiological and behavioural responses aroused as an apprehension the possible negative consequences of impending danger on a situation. There are much empirical evidences that show the relationship among physical activity, psychological wellbeing and anxiety reduction. Yogic practices as a whole have wide range of positive impact upon the concerned psychological or rather phenomenological attribute of human being. Several research studies drawn inferences related to psychological soothing effects of yoga that the main goal of the present study was to ascertain the impact of this training in reduction of state and trait anxiety. This was a simple experimental study based on pre-test post-test design. Samples of 31 University students within the age group 23 to 30 participating in a 6 weeks yoga training camp were selected randomly as the subjects of the study. The State-Trait Anxiety Inventory (STAI) designed by Spielberger (1983) was administered on the sample in two different phases – at the beginning and at the end of the session. From the Paired Samples "t" - test it was observed that there was statistically significant decrease in the mean of the State Anxiety Scores of STAI from the 1st phase (M = 42.90) to the 2nd phase of testing (M =39.03) the means of the trait Anxiety Scores of STAI changed from the 1st phase (M =44.19) to the 2nd phase of testing (M =40.45) which was statistically significant. Thus from the study it is very clear that yoga has a positive impact on reduction of state anxiety of an individual.

Key Words : Yogic Practices, Anxiety, State and Trait Anxiety.

Introduction

As a man becoming more civilised, he creates more hazards and this hazard creates psycho-somatic disorders in many persons. In this world of mental and bodily hazards the persons related to health fitness and well-being are eagerly engaged in the way-out.

Several research works are being conducted throughout the world to explore means and methods to get rid of numerous psychological imbalances resulting from complicated situations. Several studies conducted to draw relationship between fitness activities and reduction of psychological complexities proved to be beneficial. Apart from fitness activities like taking part in exercise programs or playing games the yogic practices are also supporting for this purpose. More clearly speaking yogic practices have a wide range of positive effects on physiological and psychological well-being of an individual. Nervousness is often used synonymously with anxiety. The author being a trained student of Physical Education having specialisation in the Theory and Practices of Yoga strived to conduct this study to locate the therapeutic effects of yogic practices in reduction of state and trait anxiety.

At one time or another, almost everyone has been nervous. 'Tension' is another term used to describe the chronic, usually low-level anxiety to which we all seem to be susceptible. Fear, a still higher level of anxiety, can have a serious effect on performance. Fear described as "Intense anxiety experience in response to a specific threat". Panic is the most serious level of anxiety. It is a condition which "the anxiety has become so great that the person loses complete control of himself and the situations" (Walker, 1975). Anxiety appears to be a general fear or foreboding, a personally trait marked by a lower threshold to stressful events. Stress is an initial reaction, an intervening variable between situation and performance (Cratty, 1973).

There are forms of anxiety- state anxiety and trait anxiety.

State Anxiety : State anxiety is a transitory emotional state or condition of the human organism that is characterized by subjective, consciously perceived feeling of tension and apprehension and heightened automatic nervous system activity.

Trait Anxiety : Trait anxiety is defined as the relatively stable individual differences in anxiety proneness, i.e. tendency to situations perceived as threatening with elevations in a state intensity. It is a relatively stable personality trait. (Spielberger et al., 1970)

Yoga : Yoga is defined as a "method or a system for the complete development of the personality in a human being.

Purpose of the Study

The chief purpose of the author was to assess the effects of 6 weeks yogic practices on state and trait anxiety of University students.

Methodology

The present study was carried out through the method of quasi-experimental research with multiple-variable one-group pre-test–post-test design. In this chapter the selection of subjects, research design, selection of variables, criterion measures, orientation of the subjects, administration of tests, construction of training programmes and statistical techniques adopted for the analysis of data have been described.

Selection of Subjects

31 University students (both males and females) within the age group 23 to 30 participating in a 6 weeks yoga training camp were selected randomly as the subjects of the study.

Research Tool

The State-Trait Anxiety Inventory (STAI) [10]: This inventory was designed by Spielberger, (1983) not only for the assessment of the anxiety loading of the individual but also for the distinction of two aspects of anxiety viz. state anxiety and trait anxiety. State Anxiety is conceptualised as a transitory level of anxiety, which is often situationally determined and fluctuates with time and circumstances, whereas, Trait Anxiety is regarded as a latent predisposition, which is relatively stable and can be triggered by appropriate stimuli. This is considered as basic anxiety level. Bengali version of STAI is self-evaluation questionnaire (Chattopadhyay, Mallick and Spielberger, 1986), scoring keys, standardised norms, paper and pencil and calculator. Both of the two parts of the inventory contains 20 items each. Impact of 6 weeks yoga of state and trait anxiety participants to rate their agreement with a statement on 4-point "Likert type scale". 3.3 Procedure: "STAI" was administered on the subjects in two different phases during an academic session and the responses were scored as per scoring procedure, prescribed in the manual. The tool was administered in two phases – a) In the initial phase, the test was administered at the beginning of yoga camp (in the 1st week of September, 2013); and b) In the final phase the same test was administered in the last day of camp (i.e. 15 August 2013). 3.4 Statistical Analysis: Paired Samples "t" - test was done with the help of SPSS 13.0 software.

Results and Discusion

Table 1(a). Paired Samples Statistics of Scores in Anxiety Types of Different Phases of Study

Pair	Anxiety	Mean	N	S.D.
Pair_1	State_1	42.90	31	6.236
	State_2	39.03	31	4.608
Pair_2	Trait_1	44.19	31	4.895
	Trait_2	40.45	31	5.620

From the Table 1 it is observed that the means of the State Anxiety scores in the pre test was 42.90 and in the post test was 39.03. Again, the means of the Trait Anxiety scores in the pre test was 44.19 and in the post test were 40.45.

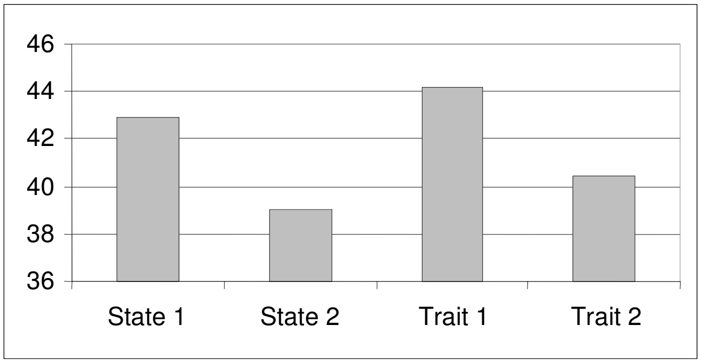

Fig. 1. Bar diagram for state and trait anxiety during the different phases.

The bar diagram presented above represents the difference in state and trait anxiety during the phases of the study. It is very clear from the diagram that both the state and the trait anxieties reduced significantly during the post test of the study.

Table 1(b). Paired Samples Correlation between anxiety types at the different phases

Pair	Anxiety	N	Correlation	Sig.
$Pair_1$	State $_1$ & State $_2$	31	0.496	0.016
$Pair_2$	Trait $_1$ & Trait $_2$	31	0.410	0.022

From Table 1(b) it appears that the coefficients of correlations between the scores in State Anxiety the initial and final phase of testing ($State_1$ and State $_2$) was 0.496. It is also observed that the coefficients of correlations between the scores in Trait Anxiety the initial and final phase of testing ($Trait_1$ and $Trait_2$) was 0.410. All correlations were highly significant.

Table–1(c). Paired Sample't' Test different types of anxiety at the different phases of study

Pair	Anxiety	Paired Differences		t	Df	Sig. (2-tailed)
		Mean	Σ			
$Pair_1$	State $_1$ – State $_2$	3.871	6.566	3.282	30	0.003
$Pair_2$	Trait $_1$ – Trait $_2$	3.742	5.744	3.627	30	0.001

From table 1(c) it is clear that State Anxiety decreased significantly from initial phase of testing ($State_1$) to the final phase of testing ($State_2$). In case of Trait Anxiety there was also significant from initial phase of testing ($Trait_1$) to the final phase of testing ($Trait_2$).

Some of the Related Research Findings

Asana gives physical health, meditation gives strength to soul but pranayama gives mental health. It keeps the brain under conscious control. It enhances well being, mood, attention, mental focus, stress tolerance and thus, can alleviate anxiety, depression, everyday stress etc. (Murugesan R, Govindarajulu N, Bera TK, 2000). Pranayama is a unique method for balancing the autonomic nervous system. It can decrease metabolic rate, heart beat and breathing rate. It can increase the temperature of the skin and the body. It may also affect the endocrine system. (Lloyd-Jones DM, Evans JC, Larson MG, O'Donnell CJ, Rocella ej, Levy D. 2000) Yogi Savatmarama says that by the proper and carefully practice of prayanama one attains optimum health, a peaceful steady mind and a firm and lustrous body free from disease. (Muktinbodhananda, 2003) Saraswati, S.D. (1996) studied on the impact of Nadi sodhan and on alpha EEG and GSR of college going students. The result shows a significant change as Nadi sodhan and Bahyavriti prayanama positively increases the alpha EEG and GSR of the subjects.

According to Swami Satyanand Saraswati (1983), medicated tests show that persons suffering from anxiety, neuroses or tension have a high level of lactate compared to when they are calm and tranquil (Meditation from the Tantra). During prayanama intake of oxygen increase as a result the lactate more quickly and effectively removed and broken down. As a result anxiety decreases.

Swami Muktibodhananda in his book HYP (1993) says that trataka benefits not only the eyes, but a whole range of physiological and mental function. It is therapeutic in depression, insomnia, allergy, anxiety, postural problem, poor concentration and memory. Now a day's anxiety has become a major killer in youth. This leads to poor concentration in them. Pt. Shri Ram Sharma Acharya (1998) said that "Devotional practice of meditation with purity of thoughts results in the secretion of various neurotransmitters like Dopamine, Acetylcholine GABA, Serotonin, Endorphins and encephalin in regulated manner which in turn increases the internal happiness, concentration, memory, emotional maturity and over all body energy of practioners.

Thus the findings of the present study are in close proximity with the findings of other researchers of the very field, henceforth it can safely be concluded that yogic practices have undoubted positive impact on reduction of varied anxiety level.

Conclusion

We know that yoga training is associated with a range of health benefits and awareness of psyche. Improving physical well being may also lead to improved psychological well being. It is generally accepted that physical activity may have positive effects on mood and anxiety. Its absence can have harmful effects on health and well being. Considering the above positive impact of yogic intervention the scholar being a professional in the field of Physical Education and having a stubborn passion for yoga designed the study to locate the effects of yogic practices on varied anxiety levels of university adults (both males and females) participating in a 6 weeks yoga training camp. This was a simple experimental study based on pre-test post-test design. Samples of 31 University students within the age group 23 to 30 participating in a 6 week yoga training camp were selected randomly as the subjects of the study. The State-Trait Anxiety Inventory (STAI) designed by Spielberger (1983) was administered on the sample in two different phases – at the beginning and at the end of the session. From the Paired Samples "t" - test it was observed that there was statistically significant decrease in the mean of the State Anxiety Scores of STAI from the 1st phase (M = 42.90) to the 2nd phase of testing (M =39.03) the means of the trait Anxiety Scores of STAI remained statistically unchanged from the 1st phase (M =44.19) to the 2nd phase of testing (M =40.45). Thus from the study it is very clear that yoga has a positive impact on reduction of state anxiety of an individual.

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PREPARING EMINENT TEACHERS FORIMMINENT GENERATION

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Abstract

Educational institutions are being renovated and spruced up to create a congenial ambiance and enrich the teaching- learning process by harnessing advanced technology. The crux of this change is to cater to the needs of students of twenty first century. The proliferation of incorporating technology in the educational arena makes teaching- learning 'Anyone, anywhere and anytime'. But yet the enrolment of students in face-to–face educational courses is ever accelerating. This scenario explicitly evinces the interest of the people in sending their wards to pursue the regular mode of learning. 'The role of the teachers in the classroom teaching' is one of the concepts which cannot possibly be swapped with any emerging technology in the educational context. Teachers have an indispensible part in each student's educational life. The journey of a teacher and a taught begins from early childhood and persistently continue till adulthood. Imprints of early life, indeed cast the impact on the rest of one's life. The modern society, with both the parents employed, left the family which is already nuclear, to spend little time together. This situation makes the teachers' role manifold and exceedinglyvital in contributing to the welfare of the children and in developing their social accountabilities. This paper deals about the preparation of the teachers for the next generation students and qualities need to be possessed in order to become efficient and proficient.

Introduction

The tremendous change in the information technology demands the learners to race on par with their peer in universal educational arena. In the days of yore, teachers were the only prominent knowledge source, but today they are one of the knowledge sources. This emphasizes that disseminating information is no more the only prime task of the teachers. They need to shoulder other responsibilities to form the minds of students rather to fill them. Though technology encapsulates all the advantages of bringing the information to the lap and palm of the students,itspart is limited when it comes to the context of human relationship, moral and social development.The onus of providing education which is pertinent to the world of today is solely on teachers. When the entire world is under the perennial flux of culture, life style and technology, a teacher is anticipated to be ready to come out of the ensconce space and enhance their roles in order to cater to the needs of the students. A total number of 250 researchers across globe from 60 institutions categorized 21st century skills internationally into 4 broad categories

- Ways of thinking - creativity, critical thinking, problem-solving, decision making and learning.
- Ways of working – communication and collaboration
- Tools of working – information and communication technology(ICT) and information literacy
- Skills for living in the world – citizenship, life and carrier, personal and social responsibility

Inculcating and educating the students of abovementioned skills require the teachers to be dynamic, adaptable and updated. Based on these requirements, teachers need to have a few qualities mentioned below in order to teach to the students of forthcoming generation and make them society as well as industry ready.

Role Model

Teacher is one of the most conspicuous influential persons in one's life. A role model is someone who instigates and enthuses the interest of the students to achieve something and bring out their best. Teacher has an important role in inspiring and encouraging the students to strive for their immensity. In the present scenario, most of the families are nuclear and both the parents are employed. The communication among the family members is gettingdwindled due to their fast forwarding life style. Meanwhile, students are admitted to the school at the age of three for pre-kindergarten where they spend maximum time. At the elementary level they need to be at school for six to eight hours and five days a week. Hence, the onus of teaching values and morals lies much on teachers.

Imitation is the innate strategy of learning that the children adopt even before gaining entry in a school. This impacts them to emulate their teachers because after parents they are closely associated with them.They learn and very often literally imitate their teachers. This necessitates the teachers to possess the values and morals in order to inculcate them in children.Teachersarethose who are with students at the each stage of their development. They should shape the behaviour of the students to yield peace in the society and hone the skills of the students to sustain productivity of the society. The period which students spend at school and college is highly significant,since it is the period of crucial transitions such as from later childhood to adolescence and to adulthood. Teachers' behaviour, perhaps positive or negative, influences the students to the greater extent. To be a role model of the students, a teacher should have passion towards his or her profession.Love towards the carrier leads to commitment, honesty and sincerity.

It is imperative that a teacher should be a mentor, counsellor and a role model as well. Each and every action of the teachers has to exhibit the desirable qualities that can be emulated by the students inside as well as outside of the classroom. Hence, the teacher should shoulder the responsibility of shaping the student's life. Teacher's personality is more contagious which can change the attitude of the students and teach them of social behaviour and values.

Communicator and Collaborator

Communication and collaboration are deemed to be one of the most demanded 21stcentury skills. Though the fundamental communication skills such as (reading, writing, speaking) are the focus of the school education, the present scenario requires them to be equipped of negotiation and problem solving skills for better communication. Teacher should encourage the students to work in group. Technological proliferation paves the way for better and instant communication and collaboration in the cyber space. Students should be effectively instructed and be motivated to carry out their responsibilities. Individual contribution among the group members isneeded to be encouraged.Toinculcatethese communication strategies, a teacher should be a good communicator and collaborator.

To have an effective communication one knows toactively and interchangeably play the roles of a sender and receiver. Teachers need to listen to the students; similarly, they should vividly articulate their views and ideas to them. The way of expressing their ideas must be modulated according to the level of the students. The method of communication should be reachable to the students regardless of their ability and learning style. The term communication is notconfined only to transmit the ideas and views, it also signifies the communication of care and concern to the students. Presenting oneself infront of the students is to be considered. Many a time non-verbal communication conveys the attitude of a personprecisely more than verbal communication. The facial expression, tone of the voice and body language are crucial in communicating emotions. Motivating and encouraging the students for their accomplishment and achievement is also a powerful way of communication. Appreciating students for their success is also a sort of communication for their future endeavours.

Apart from communicating with the students the communication among the teachers, higher authorities and parents is highly imperative. Teachers may be in need of the help and suggestion of their colleagues in order to deal with the students who are so deviant. The communication between the teachers and the parents is more essential to monitor and mould the behaviour of the students in present scenario. The teacher should effectively communicate so that without hurting the sentiments of the parents they can make them understand the problems of their wards at school. It is prominent that teachers know to convey the misbehaviour of the students in such a way to make the parents receptive rather more defensive of the students' problems.

Creative

Teachers are anticipated to be creative in the way they teach to children. Incorporating creativity in the classroom activities may inspired students' for different perception of viewing things. This can encourage the students to be active participants in the classroom activities. This is also one of the factors that cater to the needs of the students with different learning styles and pace of learning.

This inspires them to think out of the box and inculcate divergent thinking. Despite of taking classes in the conventional way teachers can make use of diverse classroom activities with the aid of technology to spur the students to be innovative.

The concept of interdisciplinary approach gained notable place in the context of education in the recent past. This concept not only crept in the higher education sector but also galvanized all levels of education. The inclusion of interdisciplinary approach is prominent to kindle the novelty of the students. Collaboration of teachers with other subject teachers for implementing interdisciplinary approach may help to avoid run-of-the-mill practice in the classroom. Augmentation of research attitude of the teachers may help in bringing interdisciplinary approach in their respective subjects.

To fillip the divergent thinking of the students, teachers ought to understand that the process of creativity is dynamic. The original ideas emanated from the mind and imagination of the students should be tapped. Creativity is not necessarily the emergence of new ideas or concepts. Inferring and interpreting the existing concepts from different perspectives can also be conceived as creativity. Technology plays a vital role in making the classroom more innovative that trigger the creativity of the students. Resources available in the internet can be availed to interest and enthuse the students for creative thinking as well as critical thinking. In order to make the classroom more equipped and creative, teachers must make themselves conversant of abundant resources available pertinent to each lesson and concepts.

Sub skills germane to the creativity such as critical thinking and divergent thinking are required to inculcate in the young minds. Activities must be selected accordingly which are adventures, experimental and intuitive. Innovation is not something beyond the reach of the students, anyone can be creative if he/she has great deal of interest, perseverance, possess inquisitive mind and take different perspectives. Hence a teacher ought to be creative to establish an ambience which is conducive to enhance the creativity of the students.

Learner

Learning is a primary and prominent source for successful teaching. Teachers are expected to be constant learners. But many teachers tend to stop learning once they ensconce themselves in the profession of teaching. Lifelong learning is the key factor to play all the above roles of the teachers. They can acquire a lot of information while their learning is not restricted only to booksand that can be extended to any source of learning that a teacher comes across in his/her daily life. Learning influences the readiness of the teachers to engage in more creative activities. One’s perpetual learning has a great impact on the level of understanding and perception. Learning has the potential to shape the personality of a person. This may also change a teacher more flexible and adaptable in the classroom situation.As it is mention previously, learning is not limited only to books, adept teachers can learn even from their own prior experiences. Recognizing and analysing the mistakes and defects of previous attempts is also an excellent learning strategy for success.

The professional skills of the teacher can be enhanced through learning. The proliferation of technology provides myriad opportunities to learn.Teachers’efficacy in using technology aids them to keep themselves abreast of their subjects and teaching methods. The professional skills of the teachers can also be honed through attending some short term courses available online. There are numerous social network platforms available in cyber space. Teachers ought to collaborate and share their learning experiences on those platforms in order to keep in contact with teachers from all over the world. This helps them to learn and establish new classroom strategies according to the changing requirements of the students.

Conclusion

Teachers should be approachable and affable; they should establish an environment to strengthen and provide impetus to develop the interpersonal skills of the students. This will spur them to work in group and be adaptable to the changes of the society.

> “Time and the world do not stand still change is the law of life. And those who look
> only to the past or the present are certain to miss the future”
>
> - U. S. President, John F Kennedy

Preparing the teachers by envisaging the education of future generation is a wise way of elevating the educational system of any nation. In the days of yore, the teacher was to disseminate the knowledge available in the Holy Scriptures. The students lived with the teacher to acquire other important life skills. In this digital era, though they don't live with their teachers, they spent much of their time at school with their friends and teachers. Changes in the family structure lack the opportunities to the children to learn and live with our cultural values and morals. Teachers should be the source of inspiration from when they can imbibe the code of living in the society. Teachers should treat the students equal and unbiased in order to sow the seeds of secularism and fraternity in the minds of young ones. The chaos and confusion raised in the society due to modernization and material oriented life implicitly stress the need of today's education on moral and character building. A teacher should live as an epitome of values and inspire the younger generation for human values than material values.

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दलित चेतना की दावेदारी : संदर्भ प्रेमचंद

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सारांश

'दलित साहित्य' लेखन का आरंभ काव्य से ही हुआ है। हिन्दी में पहली दलित कविता, भोजपुरी में 'हीराडोम' की सरस्वती पत्रिका में १९१४ ई. में छपी, जिसे हिन्दी की पहली कविता माना जाता है। इसका संक्षेप में हिन्दी अनुवाद है-''हमलोग डोम हैं, कुंए के पास नहीं जा सकते। गंदला कीचड़ का पानी हम पीते हैं। जूतों से पीट-पीट वे हमारे पैर तोड़ देते हैं। हमलोगों को इतनी यातना क्यों उठानी पड़ती है? जिस हाड़-मांस का हमारा शरीर बनता है, उसी का इन ब्राह्मणों का, इन ठाकुरों का बना हुआ है, तो क्या बात है कि जो ये पूजे जाते हैं और हमारी पूजा जूतों से होती है।'' कारण यह है कि एक विशिष्ट वर्ग के व्यक्ति की 'चतेना दूसरे वर्ग के व्यक्ति की चेतना से भिन्न हो सकती है। उसी प्रकार वर्ग के आधार पर भी प्रायः ब्राह्मण, क्षत्रिय, वैश्य और शूद्र की चेतना में निश्चित रूप से एक अंतर मिलेगा। हिन्दी में दलित जीवन से जुड़ी रचनाओं की शुरूआत वैसे तो भक्तिकाल में हुई। निर्गुणवादी कवियों ने बाह्य दुराचार, जाति व्यवस्था, वर्ण व्यवस्था का विरोध किया था, जो आज दलित आन्दोलन का एक स्वर है। संत रैदास दलित थे, जाति के चमार थे। उनका जन्म तब हुआ था, जब कि भारत की सामाजिक, आर्थिक एवं धार्मिक परिस्थितियाँ जटिल बनी थी। उन्होंने सरल वाणी से दलितों को उत्पीड़न से ऊपर उठने की प्रेरणा दी थी। कबीर, रैदास, हीराडोम, राहुल सांस्कृत्यायन, निराला, प्रेमचंद, अमृतलालनागर और जगीदश चंद्र के साहित्य में दलित चित्रण मिलता है। भूख और गरीबी दलित जीवन का अविभाज्य अंग है। प्रेमचंद की कहानियों में दलित समाज के पात्रों की फटेहाल जिन्दगी को देखा जा सकता है। मंत्र, सद्‌गति, मंदिर, दूध का दाम, कफन आदि अनेक कहानियों में ये तथ्य भयानक रूप से त्रासद हैं। मिट्‌टी के दो-चार बर्तन, घास-फूस की झोपड़ी, तार-तार फटे पुराने चीथड़े, घास-पुवाल का बिस्तर यही इनकी संपत्ति है। रात-दिन की हाड़तोड़ मेहनत भी इन्हें दो वक्त की रोटी नहीं दे पाती। वस्तुतः प्रेमचंद वर्ण व्यवस्था को श्रम के मूल्य का शोषण करनेवाली व्यवस्था के रूप में देखते हैं। इसी कड़ी में प्रेमचंद के कुछ उपन्यासों को भी जोड़कर हम देख सकते हैं।

आज अति आधुनिक काल में दलित साहित्य का बोलबाला चारों ओर चल रहा है। जरूरत इस बात की है कि दलित साहित्य का संदेश आम जनता तक पहुँचे। क्योंकि भारतीय समाज का एक बहुत बड़ा तबका सदियों से बहिष्कृत किया गया है। चूंकि 'दलित साहित्य' भारत के उन करोड़ों लोगों का प्रतिनिधित्व करता है, जो सहस्त्रों बर्षों तक गुमनाम और पाशविक जीवन जीने को विवश किये गये। 'दलित' कहा जाने वाला ही कभी 'शूद्र', 'अनार्य', अस्पृश्य, अछूत तथा गांधीजी का 'हरिजन' कहा जाता रहा है। इसमें 'आदिवासी', 'घुमंतु', अपराधशील जातियां, महिलाएं एवं बंधुआ मजदूर' भी सम्मिलत हैं। आज हिन्दी में 'दलित साहित्य' की एक नई धारा प्रवाहित हो रही है। इसका श्रेय डॉ. जयप्रकाश कर्दम, मोहनदास नैमिशराय, ओमप्रकाश वाल्मीकि, सतीश आदि को जाता है। सन् 1971 में महाड़ में आयोजित द्वितीय महाराष्ट्र बौद्ध साहित्य सम्मेलन में ज्येष्ठ साहित्यिक बाबुराव बागुल ने सर्वप्रथम दलित साहित्य को व्याख्यायित किया कि ''दलित साहित्य मनुष्य को केन्द्र में रखकर सोचता है वह मनुष्य के दुःखों से समरस होना चाहता है। इस मनुष्य को वह क्रान्ति के मार्ग ले जाना चाहता है। मनुष्य के समूह को वह समानता के तत्व सिखाना चाहता है। मनुष्य को महान मानता है। दलित-साहित्य यह मनुष्य के भीतर के बैर-भाव को मिटाकर बंधुत्व निर्माण करना चाहता है।''

'दलित साहित्य' लेखन का आरंभ काव्य से ही हुआ है। हिन्दी में पहली दलित कविता, भोजपुरी में 'हीराडोम' की सरस्वती पत्रिका में 1914 ई. में छपी, जिसे हिन्दी की पहली कविता माना जाता है। इसका संक्षेप में हिन्दी अनुवाद है-''हमलोग डोम हैं, कुंए के पास नहीं जा सकते। गंदला कीचड़ का पानी हम पीते हैं। जूतों से पीट-पीट वे हमारे पैर तोड़ देते हैं। हमलोगों को इतनी यातना क्यों उठानी पड़ती है? जिस हाड़-मांस का हमारा शरीर बनता है, उसी का इन ब्राह्मणों का, इन ठाकुरों का बना हुआ है, तो क्या बात है कि जो ये पूजे जाते हैं और हमारी पूजा जूतों से होती है।'' कारण यह है कि एक विशिष्ट वर्ग के व्यक्ति की 'चतेना दूसरे वर्ग के व्यक्ति की चेतना से भिन्न हो सकती है। उसी प्रकार वर्ग के आधार पर भी प्रायः ब्राह्मण, क्षत्रिय, वैश्य और शूद्र की चेतना में निश्चित रूप से एक अंतर मिलेगा। यह अकारण नहीं है कि हिन्दी संत काव्य के अधिकांश कवि निर्गुणमार्गी एवं निम्नवर्ग से सम्बद्ध रहे हैं। तुलसीदास भी मनुष्य-मनुष्य में समानता की बात कर सकते हैं

परंतु इस बात को लेकर जो प्रखरता कबीर में मिलेगी वह तुलसी में नहीं मिलेगी। इस संदर्भ में 'दलित चेतना' को लिया जा सकता है। इसलिए 'दलित चेतना' का अर्थ होगा दलित वर्ग विषयक गंभीर चिंतन। दलित वर्ग की समाज में दयनीय स्थिति, उसके लिए उत्तरदायी कारण, दलित शोषण का इतिहास और उसके नियामक तत्व, दलित शोषण के विभिन्न आयाम इत्यादि वैज्ञानिक विश्लेषण। दलित वर्ग में मुख्यतया उन तमाम जातियों को लिया जाता है, जिनका समाज के उच्च कहे जाने वाले लोगों ने दीर्घकाल तक सामाजिक, धार्मिक एवं नैतिक शोषण किया है। अतः आज कल सरकारी तौर पर जो विभाजन हुआ है उनमें अनुसूचित जाति तथा अनुसूचित जनजाति के लोग समाविष्ट होते हैं। फलतः इस वर्ग के लोगों में अपने हित अहित को लेकर जो वर्गीय चेतना उभरेगी उसे हम 'दलित चेतना' की संज्ञा दे सकते हैं। दलित चेतना से जुड़ा साहित्य जो आक्रोश, चीख, वेदना, पीड़ा, चुभन, घुटन और छटपटाहट से युक्त हो दलित साहित्य कहा जा सकता है।

हिन्दी में दलित जीवन से जुड़ी रचनाओं की शुरूआत वैसे तो भक्तिकाल में हुई। निर्गुणवादी कवियों ने बाह्य दुराचार, जाति व्यवस्था, वर्ण व्यवस्था का विरोध किया था, जो आज दलित आन्दोलन का एक स्वर है। संत रैदास दलित थे, जाति के चमार थे। उनका जन्म तब हुआ था, जब कि भारत की सामाजिक, आर्थिक एवं धार्मिक परिस्थितियाँ जटिल बनी थी। उन्होंने सरल वाणी से दलितों को उत्पीड़न से ऊपर उठने की प्रेरणा दी थी। कबीर, रैदास, हीराडोम, राहुल सांस्कृत्यायन, निराला, प्रेमचंद, अमृतलालनागर और जगीदश चंद्र के साहित्य में दलित चित्रण मिलता है।

बहरहाल, जहाँ तक प्रेमचंद की दलित चेतना का सवाल है, हम जानते हैं कि भारतीय समाज एक वर्ण आधारित समाज है जिसे स्मृति ग्रंथों तथा अन्यान्य स्रोतों ने एक सैद्धांतिक स्वरूप प्रदान किया है। इस प्रक्रिया ने विभेदों और अंतर्विरोधों को जन्म दिया। प्रेमचंद हिंदी के ऐसे रचनाकार हैं, जिन्होंने जीवन की अभिव्यक्ति को अपने लेखन का विषय-वस्तु बनाया और एक चली आती हुई परंपरा को बदल कर एक नई परंपरा का सूत्रपात किया। उनका लेखन शोषित-पीड़ित समाज का पक्षधर है और उनकी यह पक्षधरता वर्ण व्यवस्था के स्थान पर वर्ग-व्यवस्था को स्वीकार करती है। उनकी यह दृष्टि सामाजिक और आर्थिक स्थितियों का खुलासा करती है और सामंती तथा पूँजीवादी प्रवृत्तियों का विरोध करती है। इसलिए दलित चेतना के संदर्भ में प्रेमचंद का जो कार्य है,उसे खारिज नहीं किया जा सकता। प्रेमचंद ने हिन्दू जाति व्यवस्था के अभिशाप को देखा था। इस हिन्दू जाति वर्ण व्यवस्था के शोषकवादी चरित्र ने उसके कर्मकांडी स्वरूप ने दलित चेतना को विकसित होने का अवसर दिया। धर्म, संस्कार, लोक व्यवहार आदि अनेक स्तरों पर ब्राह्मणवादी चिंतन ने समाज को जिस तरह से जकड़ा और भिन्न-भिन्न विधान निर्मित किया था, इन सबके विरूद्ध संघर्ष की एक लंबी परंपरा ने दलित चेतना को सशक्त सैद्धांतिक आधार प्रदान किया। प्रेमचंद ने दलित जीवन को मात्र वर्ण के आधार पर नहीं, बल्कि वर्ग के आधार पर, आर्थिक आधार पर पहचानने का प्रयत्न किया है,सामाजिक भेदभाव के आधार पर पहचानने का प्रयत्न किया है। क्योंकि वे वर्ण-जाति व्यवस्था के घोर अमानुषिक शिंकजे को तोड़ना चाहते हैं। चूंकि प्रेमचंद अपनी कथा-यात्रा का आरंभ दलित प्रसंग से करते हैं और अंत भी। 'मेरी पहली रचना शीर्षक कहानी में प्रेमचंद अपने दूर के मामा का मजाक उड़ाते हैं जिनका दलित युवती से संबंध था, जिसके कारण दलितों ने घर में घुसकर उनकी पिटाई की थी। प्रेमचंद की अखिरी महत्वपूर्ण कहानी 'कफन' थी जो दलित जीवन से संबंधित है। इस पूरी कथा-यात्रा के बीच में उनके यहाँ अनके दलित पात्र चमकते हुए दिखाई पड़ते हैं-गुल्ली डण्डा का गया हो, दूध का दाम का मंगल, ठाकुर का कुंआ की गंगी हो, सद्गति का दुखी या कर्मभूमि की मुन्नी, गोदान की सिलिया या फिर रंगभूमि का सूरदास। दलित जीवन की त्रासदी और मानवीय गुणों की संघर्ष चेतना प्रेमचंद में अंतर्निहित दिखाई देती है। एकबात मैं जरूर कहना चाहूँगा कि प्रेमचंद के साहित्य में दलित तो हैं पर उससे बढ़कर दलित समस्या है। यह वे बखूबी जानते थे कि दलित सिर्फ अस्पृश्यता से ग्रस्त नहीं है वरन् उनकी समस्या ज्यादा बड़ी है। वे आर्थिक शोषण, व्यभिचार, अत्याचार, धर्मान्तरण, शिक्षा, विषमतामूलक व्यवस्था, गरीबी, अपराध, समता, स्वतंत्रता और प्रतिरोध, दलित समस्या के सभी रूपों से परिचित थे।

प्रेमचंद को दलित गैर दलित लेखकों के खेमों में भी बांटने की कोशिश की गयी, लेकिन यह कहां तक उचित है? 'सौभाग्य के कोड़े' या 'मंत्र एक' जैसी कहानियों में यद्यपि कोई विशेष दलित चेतना नहीं है,पर दलित जीवन की सशक्त उपस्थिति से इंकार नहीं किया जा सकता। इन कहानियों में यदि तत्कालीन सामाजिक आंदोलनों और संस्थाओं का प्रभाव देखा जाता है तो इससे प्रेमचंद की इन कहानियों का मूल्य कम नहीं हो जाता है। सद्गति, ठाकुर का कुंआ, दूध का दाम, मंदिर, कफन आदि जैसी कहानियों के निहितार्थ केवल प्रभाव की सीमाओं में आबद्ध नहीं किये जा सकते। इनके मूल में प्रेमचंद का अपना चिंतन और सोच प्रमुख है। चूंकि इन कहानियों में दलित पात्र सामाजिक गैर बराबरी और भेदभाव को चीख-चीख कर कहते हैं। इसमें उनका व्यंग्य भी निहित है। प्रेमचंद की ऐसी कहानियाँ उच्च वर्ण की अमानवीयता और बर्बर निर्ममता को सामने लाने वाली कहानियां हैं। इसीलिए वे सवर्ण और दलित समाज के संबंधों को, खान-पान और छुआ-छूत के संबंधों को

अंतर्विरोधों के साथ प्रस्तुत किया है और उच्च वर्ण की विकृतियों का ही बखान किया है। 'ठाकुर का कुंआ' में पानी जैसी जीवनदाई वस्तु को अस्तित्व के धरातल पर व्यक्त किया है। अछूत होने के कारण गंगी ठाकुर के कुंए का पानी नहीं ले पाती, उसे पीटा जाता है और 'गंगी' के बीमार पति जोखू को वही सड़ा पानी नसीब होता है तो 'दूध का दाम' में सवर्ण जमींनदार महेशनाथ अपने बेटे की जिन्दगी के लिए भंगिन के दूध से परहेज नहीं करते। भंगी और उसका पति गूदड़ और बेटा मंगरू के साथ टामी कुत्ते को रखने से सब स्पष्ट हो जाता है। 'लोकमत का सम्मान' में बेचू धोबी के साथ भी यही होता हे। इसके अलावे अंय अनेक संदर्भ हैं जहां प्रेमचंद दलित जीवन और सवर्ण समाज के अनेक प्रश्नों पर विचार करते हैं। चूंकि भारतीय समाज में धार्मिक अंधविश्वास, पाखण्ड और कूपमंडूकता के चलते छुआ-छूत की भावना सवर्ण समाज में प्रबल हुई, निम्न वर्ण की जातियां भी इस प्रभाव से मुक्त नहीं रह सकीं। इस प्रकार उच्च वर्ण और निम्न वर्ण दोनों इस बीमारी का शिकार हुए।

भूख और गरीबी दलित जीवन का अविभाज्य अंग है। प्रेमचंद की कहानियों में दलित समाज के पात्रों की फटेहाल जिन्दगी को देखा जा सकता है। मंत्र, सद्‌गति, मंदिर, दूध का दाम, कफन आदि अनेक कहानियों में ये तथ्य भयानक रूप से त्रासद हैं। मिट्टी के दो-चार बर्तन, घास-फूस की झोपड़ी, तारता र फटे पुराने चीथड़े, घास-पुवाल का बिस्तर यही इनकी संपत्ति है। रात-दिन की हाड़तोड़ मेहनत भी इन्हें दो वक्त की रोटी नहीं दे पाती। वस्तुतः प्रेमचंद वर्ण व्यवस्था को श्रम के मूल्य का शोषण करनेवाली व्यवस्था के रूप में देखते हैं। इसी कड़ी में प्रेमचंद के कुछ उपन्यासों को भी जोड़कर हम देख सकते हैं। जैसे कि 'रंगभूमि' और 'गोदान' में उन्होंने सामाजिक और आर्थिक दोनों स्तरों पर होने वाले शोषण को रेखांकित किया है। रंगभूमि का अंधा सूरदास अंधी जनता का प्रतीक है, जिसका संघर्ष ब्राह्मणी पाखण्ड,जाति भेद और ऊँच-नीच की भेंट चढ़ जाता है। यहाँ प्रेमचंद सूरदास के माध्यम से लिखते हैं- ''हम इसलिए हारे, क्योंकि हम मिलकर नहीं लड़े और वे इसलिए जीते, क्योंकि वे मिलकर खेले।' इस तरह 'रंगभूमि' आज के संदर्भ में एक जबरदस्त प्रतिरोध है। आगे दलित चेतना का प्रखर रूप प्रेमचंद का उपन्यास 'गोदान' में देखा जा सकता है। 'गोदान' में मातादीन पण्डित के सिलिया चमारी के साथ अवैध संबंध है और एक अवैध पुत्र भी है। जो सवर्ण दिन के उजाले में दलितों की छाया से भी बचकर चलते हैं वे ही रात के अंधेरे में उन्हें भोगने के लिए लालायित रहते हैं, प्रेमचंद ने इस व्यभिचार पर रोक लगाई है। एक ओर चमार सिलिया के अपमान का बदला लेते हैं, ''तुम हमें ब्राह्मण नहीं बना सकते, पर हम तुम्हें चमार तो बना सकते हैं।'' इस भाव के साथ वे मातादीन के मुंह में हड्‌डी डाल देते हैं। चूंकि प्रेमचंद व्यभिचार के खिलाफ दलितों की ऐसी प्रतिक्रिया के पक्षधर थे। 'कर्मभूमि' उपन्यास में भी प्रेमचंद ने अछूत जीवन के व्यापक चित्र को उकेरा है। अछूत समस्या के प्रसंग में 'अमर' की कार्यनीति के दृष्टिकोण महत्वपूर्ण है। जैसे कि वह धर्म के प्रति आदर का भाव नहीं रखता, -''वह धर्म के पीछे लेकर दौड़ने लगा। धन के संबंध का उसे बचपन से ही अनुभव होता आता था। धर्मबंधन उससे कहीं कठोर, कहीं असह्य, कहीं निरर्थक था। धर्म का काम संसार में मेल और एकता पैदा करना होना चाहिए। यहाँ धर्म ने विभिन्नता और द्वेष पैदा कर दिया है। क्यों खान-पान में, रस्म-रिवाज में धर्म अपनी टांगें अड़ाता है? मैं चोरी करूं, खून करूं, धोखा दूं, धर्म मुझे अलग नहीं कर सकता। अछूत के हाथ से पानी पी लूं, धर्म छू मंतर हो गया। अच्छा धर्म है। हम धर्म के बाहर किसी से आत्मा का संबंध भी नहीं कर सकते। आत्मा को भी धर्म ने बांध रखा है। यह धर्म नहीं, धर्म का कलंक है।'' इसी संदर्भ में अमर दृढ़ता से कहता है-''मैं जात-पांत नहीं मानता, माताजी। जो सच्चा है, वह चमार भी हो तो आदर के योग्य है जो दगाबाज, झूठा, लंपट हो, वह ब्राह्मण भी हो तो आदर के योग्य नहीं। दलितों पर होने वाले अत्याचारों का जिक्र हमें 'कायाकल्प' में मिलता है। उसमें एक चमार पात्र चिल्ला कर कहता है ''हम आठ दिनों से खाली पेट घास काटकर ला रहे हैं तो एक दिन भूखे रहने से घोड़े क्यों नहीं दौड़ सकते? क्या हम घोड़ों से गए बीते हैं? जब उसे हंटरों से मारा जाता है तो वह प्रतिरोध करता है। वह कहता है कि अब हम जुल्म बरदाश्त नहीं करेंगे।''

बहरहाल, प्रेमचंद सामाजिक विषमता के विरूद्ध थे। वर्ण-व्यवस्था के पाखण्ड से उन्हें चिढ़ थी। अपने समूचे लेखन में प्रेमचंद इस पाखण्ड का विरोध करते हैं। इस प्रसंग में एक तरफ सदियों से दबे-कुचले उपेक्षित, सबसे निचले पायदान पर खड़े दलित हैं, तो दूसरी ओर पाखण्ड में डूबा आर्थिक और भावनात्मक शोषण में लिप्त ब्राह्मण। दलित अपने लिए न्यूनतम न्याय चाहते हैं। यह कारण है कि प्रेमचंद के दलित पात्र गरीब हैं, पर विद्रोह करते हैं। वे किसानों की तरह चुपचाप शोषण को बरदाश्त नहीं करते हैं। 'सद्‌गति' में दुखी की लाश को चमार उठाने से इनकार कर देते हैं, 'रंगभूमि' में सूरदास अंत तक लड़ता है। और 'कर्मभूमि' में वे सबके साथ मिलकर नई स्वाधीनता के लिए संघर्ष करते हैं। मैं कह सकता हूँ कि दलित वर्गों के लिए प्रेमचंद का साहित्य सामाजिक परिवर्तन का एक मार्गदर्शन है।

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বৈদিক পটভূমিতে শব্দচর্চ্চার ধারা

কল্যাণ ব্যানার্জী
সহকারি অধ্যাপক, দর্শন বিভাগ, রাজা রামমোহন রায় মহাবিদ্যালয়, রাধানগর হুগলী।

শব্দব্যবহারের মাধ্যমে মানুষ তার আবেগ, অনুভূতি অপরের কাছে প্রকাশ করে বা অপরের কাছে পৌঁছে দেয়। একথা বলা যেতেই পারে শব্দব্যবহারের মাধ্যমে ভাবপ্রকাশের এই ক্ষমতা একান্তই মানব জাতির পরম প্রাপ্তি, এবং ঈশ্বরের বা প্রকৃতির অনবদ্য দান। এই জগতের সমস্ত পদার্থই কোন না কোন শব্দের দ্বারা অভিহিত। শব্দের এরূপ অনন্য সাধারণ মহত্ব প্রকাশ করতে গিয়ে আচার্য দন্ডীস্বামী বলেছেন সমস্ত পৃথিবী অজ্ঞান অন্ধকারে ডুবে থাকত যদি না শব্দ নামক জ্যোতি এই সংসারকে দীপিত করত। (''ইদমন্ধং তম: কৃৎস্নং জায়তে ভুবনত্রয়ং। যদি শব্দাহ্বং জ্যোতিরাসংসারং ন দীপ্যতে।।'' কাব্যাদর্শ- ১/৩)

শব্দ হল ভাব বিনিময়ের অন্যতম উপায়। আর এই ভাব বিনিময়ের একদিকে থাকেন বক্তা ও অপরদিকে থাকেন শ্রোতা। এই বক্তা-শ্রোতাকেন্দ্রিক ভাববিনিময়ে বক্তা কিছু বলেন আর শ্রোতা কিছু শোনেন। তবে একথা ঠিক বক্তার দ্বারা উচ্চারিত যে শব্দ শ্রবণেন্দ্রিয়গ্রাহ্য একমাত্র সেই অর্থপূর্ণ শব্দই দর্শনের আলোচ্য বিষয়। শব্দের প্রয়োগ বাক্যে, বাক্যাংশে, পদে, এবং পদাংশে প্রসিদ্ধ। এই কারণে শব্দ বলতে বর্ণকে বোঝায়, শব্দ বলতে পদকে বোঝায় আবার শব্দ বলতে একটি বাক্যকেও বোঝায়। সাধারণ মানুষ দৈনন্দিন জীবনে শব্দব্যবহারের ক্ষেত্রে বাক্য-ব্যবহার, পদ, পদার্থ, বাক্য, বাক্যার্থ এতকিছু না বুঝেও দিব্যি লোকযাত্রা নির্বাহ করে চলেছে। বাক্যব্যবহার, পদ, পদার্থ, বাক্য, বাক্যার্থকে নিয়ে দার্শনিকদের মাথাব্যাথার শেষ নেই। কোন্ পদ পদার্থকে বোঝাবে? কেন একটি পদ নির্দিষ্ট একটি অর্থকে বোঝাতে পারে? একটি পদ কি একাধিক অর্থকে বোঝাতে পারে? ইত্যাদি প্রশ্নগুলি নিয়ে দার্শনিকগণ নিরন্তর গবেষণারত।

প্রাণীর অভিব্যক্তিকে প্রকাশ করার উপায় তথা মানুষের চিন্তার অমূল্য উপাদানই হল শব্দ। শব্দের আলোচনা অতি প্রাচীনকাল থেকেই দার্শনিকদের আকৃষ্ট করেছে। শব্দের আলোচনা ভারতীয় ও পাশ্চাত্য উভয় দর্শনেই অতি গুরুত্ব সহকারে আলোচিতও হয়েছে। বলা যেতে পারে দর্শনচর্চ্চায় শব্দ বিরাজ করে তার বহু রূপ নিয়ে। দুঃখের বিষয় এই যে শব্দ সংক্রান্ত আলোচনার এই বিরাট ব্রহ্মের সঙ্গে অতিসীমিত লোকেরই পরিচয় ঘটেছে। শব্দ বা ভাষা সংক্রান্ত আলোচনার বহুল বিস্তারের প্রয়োজন আজ গভীর ভাবে অনুভূত হয়। ''বৈদিক পটভূমিতে শব্দচর্চ্চার ধারা'' নামে এই নিবন্ধ শব্দ সম্পর্কীত আলোচনার এক বিরাট ব্রহ্মের সঙ্গে আমার প্রথম পরিচয়ের একটি সুযোগ মাত্র।

ঋকবৈদিক যুগ থেকেই শব্দচর্চ্চার ধারা নদীর মত বয়ে চলেছে। বৈদিক সাহিত্যের হাত ধরেই শব্দতত্ত্বের আলোচনার উৎসার। বেদের সংহিতা, ব্রাহ্মণ, আরণ্যক, উপনিষদ্ পর্যন্ত শব্দতত্ত্ব চর্চ্চার যে ধারা পরিলক্ষিত হয় তা অভাবনীয়। মানুষের ভাবনায়, কল্পনায়, মননে, অনুভবে শব্দ বা বাক্যের অদ্ভুত প্রবেশাধিকার। ঋক্‌বেদে বলা হয়েছে মানুষ, শব্দের এক চতুর্থাংশ উচ্চারণ বা ব্যক্ত করতে পারে, বাকি তিনভাগ অন্তরে অব্যক্ত অবস্থায় চৈতন্যরূপে নিহিত থাকে। ঋক্‌বেদের বাক্‌সূক্তের বিভিন্ন মন্ত্রে ব্যক্ত ও অব্যক্ত রূপে শব্দ বা বাক্যের মহীমাকীর্তন করা হয়েছে। ঋক্‌বেদে শব্দের চারটি রূপের কথা বলা হয়েছে। এই চারটি রূপের প্রথম তিনটি অব্যক্ত ও চতুর্থরূপটি ব্যক্ত, সাধারণ মানুষ কেবল এই চতুর্থ প্রকার ব্যক্তরূপটিকেই বুঝতে বা বলতে পারে। ঋকবেদে শব্দের যে অব্যক্ত রূপের কথা বলা হয়েছে তার তিনটি রূপ যথাক্রমে সূক্ষ্ম, সূক্ষ্মতর ও সূক্ষ্মতম এবং ব্যক্তরূপটি হল স্থুল।[১]

শব্দের সূক্ষ্মতম অবস্থা রূপে 'পরা' শব্দ অত্যন্ত সূক্ষ্ম অবস্থা। 'পরা' বাক্ প্রাণীর মূলাধার পদ্মে বিলীন থাকে, ইচ্ছা প্রেরিত দেহাভ্যন্তরস্থ কৌষ্ঠ, বায়ু দ্বারা মূলাধার পদ্ম থেকে উর্ধ্বদিকে উৎক্ষিপ্যমান হয়ে সে বাক্য সংজ্ঞা লাভ করে। এই 'পরা' শব্দ উর্ধ্বদিকে উত্থিত হয়ে নাভিদেশ প্রাপ্ত হলে সুক্ষতম শব্দরূপ 'পরা' শব্দ সূক্ষ্মতর শব্দে রূপান্তরিত হয়। এই সূক্ষ্মতর শব্দের নাম 'পশ্যন্তী' শব্দ। 'পশ্যন্তী' শব্দ এরপর আরো উর্ধ্বদিকে উঠে হৃদয়দেশ প্রাপ্ত হলে সূক্ষ্মতর শব্দ সূক্ষ্ম শব্দে রূপান্তরিত হয়। তখন এই সূক্ষ্ম শব্দ 'মধ্যমা' নামে অভিহিত হয়। এরপর এই 'মধ্যমা' শব্দ আরো উর্ধ্বদিকে উঠে কণ্ঠদেশ প্রাপ্ত হয়, তখন সেই সূক্ষ্ম শব্দরূপ 'মধ্যমা' শব্দ স্থূল শব্দে পরিণত হয়। এই স্থূল শব্দই উচ্চারিত শব্দ যা 'বৈখরী' নামে অভিহিত হয়।[২]

ঋক্‌বেদের বাক্‌সূক্তে (১০/১২৫/১-৮) আটটি মন্ত্রে যে বাক্‌স্তব লক্ষ করা যায় তার অন্তর্নিহিত অর্থ হল-বাক্ই অধীশ্বরী, প্রজ্ঞা ও প্রথমা, অন্নগ্রহণ থেকে দর্শন, শ্রবণ, শ্বাসগ্রহণ পর্যন্ত তার প্রভাব (ময়া সো অন্নমতি যো বিপশ্যতি যঃ প্রাণীতি য ঈং শৃণোত্যুক্তম্, ঋক্‌বেদ ১০।১২৫।৪)। আরও বলা হয়েছে তার উৎস সমুদ্রের জলে, কিন্তু সামর্থ্যে তা গগণচুম্বি (মম যোনিরপ্‌স্বন্তঃ সমুদ্রে/দ্যাং বর্ষ্মণোপস্পৃশামি। ১০।১২৫।৭)। দ্যুলোক-ভূলোক জুড়ে

তার অবস্থান এবং গৌরবে তাদেরও উর্দ্ধে তার প্রতিষ্ঠা। শব্দ বা বাক্যের এই আতিশয্য ও পরিব্যাপ্তির ধারণা থেকেই বৃহদারণ্যক উপনিষদ্ (১/৩/২১) বাগব্রহ্মের তত্ত্ব উপস্থাপিত করেছে। (বাগ্ বৈ ব্রহ্ম), ঐতরেয় ব্রাহ্মণে (১৩/২১) এসেছে অবিনশ্বর সমুদ্রের উপমা (বাগ বৈ সমুদ্রো, ন বাক্ ক্ষীয়তে) এবং মান্ডুক্য-উপনিষদে গড়ে উঠেছে ওঙ্কার ব্রহ্মবাদ।[৩]

ঋক্‌বৈদিক যুগের শব্দ বা বাক্ চর্চায় (এককথায় যাকে বলা যায় বাগবিশ্লেষণ) শব্দ বা বাক্ এর স্বরূপ ব্যক্ত করার প্রয়াস তৈত্তিরিয় সংহিতায় (৬/৪/৭) লিপিবদ্ধ আছে। মনে করা হয় এখান থেকেই ব্যাকরণের সূত্রপাত। ‘ওম্’ শব্দটির মধ্যে ‘অ’-‘উ’-‘ম’ এই তিনটি ধ্বনি ও তদতিরিক্ত তুরীয় মাত্রা নির্ধারণের মধ্যে এই বাক্ বিশ্লেষণের আর একটি প্রক্রিয়ার সন্ধান মেলে (মান্ডুক্য উপনিষদ-৮)। প্রক্রিয়াটি এরকম - বাক্য থেকে পদ, পদাংশ হয়ে ধ্বনি এবং ধ্বনি থেকে পদাংশ হয়ে পদ সমন্বয়ে বাক্য-বিশ্লেষ-সংশ্লেষ এই বৃত্তে বাক্-প্রবাহ অনুধাবন কালক্রমে শব্দচর্চ্চার ধারাকে একটি বিশেষ মাত্রায় পৌঁছে দিয়েছে।

শব্দচর্চ্চার যে ধারা আজ লক্ষ করা যায় তা বৈদিক যুগের শব্দচর্চ্চারই ফসল সে কথা জোর দিয়েই বলা যায়। বেদ-বিদ্যার অন্যতম সহায়ক হিসেবে বা বেদাঙ্গ হিসেবে নিরুক্ত শাস্ত্রেরও শব্দ চর্চ্চার ক্ষেত্রে বিশেষ গুরুত্বপূর্ণ ভুমিকা রয়েছে। ব্যাকরণ-বিদ্যাকে শব্দচর্চ্চার ক্ষেত্রে অদ্বিতীয় বলে মনে করা হলেও শব্দচর্চ্চায় নিরুক্ত শাস্ত্রের ভূমিকাও যে যথেষ্ট অগ্রণী এবিষয়ে কোন সন্দেহ নেই। প্রাচীন মুনি, ঋষিগণ মনে করতেন অঙ্গ হিসেবে ব্যাকরণ হল বেদের মুখ ও নিরুক্ত হল কান।

পাণিনির ব্যাকরণের মতই যাস্কের নিরুক্ত শব্দচর্চ্চার একটি দিক্‌দর্শন একথা জোর দিয়ে বলা যায়। যাস্ক তাঁর আপন গ্রন্থে নিরুক্তকার হিসেবে আগ্রায়ণ, শাকপুণি, স্থৌলাষ্ঠীবি প্রমুখের নাম উল্লেখ করেছেন। তাছাড়া শাকটায়ন, গার্গ্য, ঔদুম্বরায়ণ, কৌৎস প্রমুখ তাত্ত্বিকদের নামও যাস্কের গ্রন্থে উল্লিখিত আছে। ফসল।[৪] যাস্কের নিরুক্তে শব্দচর্চ্চার যে ধারা পরিলক্ষিত হয় তার মূলে ছিল শব্দার্থের সন্ধানে শব্দের অবয়ব নিরূপণ করে তাদের অর্থ নির্ধারণ প্রক্রিয়া। বলা যেতে পারে ঋক্‌সংহিতা থেকে নিরুক্ত পর্যন্ত যে শব্দচর্চ্চা বা বাক্ বিশ্লেষণ তা সত্যিই বিস্ময়কর। আজকের আধুনিক ভাষাবিজ্ঞান, বা ভাষাদর্শন ঋক্‌বৈদিক যুগের অবয়বার্থ তত্ত্ব থেকে নিরুক্তের সমুদায়ার্থ তত্ত্বেরই ফসল।

শব্দ থেকে শব্দার্থ নিরূপণ বা শব্দার্থের সন্ধানে শব্দের অবয়ব নিরূপণ করে তার অর্থ নির্ধারণ প্রক্রিয়া ঋকবৈদিক যুগ থেকেই শুরু হয়েছে। এপ্রসঙ্গে বলা যেতে পারে যাস্কের নিরুক্তে শব্দের অর্থ নির্ধারণ প্রক্রিয়া বিশেষ মর্যাদা লাভ করেছে। ঋক্‌বেদে অর্ক, ইন্দ্র, মধু, পৃথু, বন, সবিতা ইত্যাদি, অথর্বসংহিতায় বৃত্র, ঐতরেয়বরাহ্মণে শক্করী, মানুষ ইত্যাদি, পঞ্চবিংশব্রাহ্মণে ঋত্বিজ্, দৌস্, ধারা, সংহতি ইত্যাদি, জৈমিনীয়ব্রাহ্মণে আদিত্য, ছন্দস্, অহি, গিরি, হংস, শতপথব্রাহ্মণে অগ্নি, অত্রি, পশু, অদিতি অক্ষর, অমাবস্যা, যজ্ঞ, দক্ষিণা, পৃথিবী, রুদ্র, সিকতা, ভূমি, নাক, সর্প ইত্যাদি শব্দের অর্থ নিরূপণ প্রক্রিয়া বেশ অভিনব। ঋকবৈদিকযুগের শব্দচর্চ্চায় শব্দের অর্থ নির্থারণ প্রক্রিয়ায় শব্দের অর্থ নির্ধারণ স্থলে কতগুলি শব্দের গুরুত্বপূর্ণ শব্দাংশ উপেক্ষিত থেকে যাওয়ার বিষয়টিও লক্ষ্য করা যায়। আবার কোথাও কোথাও একটি শব্দের একাধিক অর্থ নির্ধারিত হয়েছে। বিভিন্ন গ্রন্থে একই শব্দের ভিন্ন ভিন্ন অর্থ লক্ষ করা গেছে। এই প্রসঙ্গে অথর্বশিব উপনিষদের কথা বলা যেতে পারে, ‘শুক্ল’ শব্দের ক্ল অংশটি ক্লদি বা ক্লম্ (ক্লন্দতে ক্লাময়তি) ধাতু থেকে নিষ্পন্ন করা হলেও শু অংশটি সম্বন্ধে কিছু বলা হয়নি। ‘রুদ্র’ শব্দের রু অংশটির সম্বন্ধেও একই কথা বলা যায়। ঋষিগণ দ্রুত যাঁর স্বরূপ অনুধাবন করেন, তিনিই রুদ্র - এই হল ব্যাখ্যা। রুদ্ ধাতু থেকে নিষ্পন্ন ‘রুদ্র’ শব্দের কথা ব্রাহ্মণে আছে-যদ্ অরোদীৎ তদ্ রুদ্রস্য রুদ্রত্বম। আবার হংসোপনিষদে ‘হংস’ শব্দের ব্যাখ্যায় বলা হয়েছে হম্ + স অর্থাৎ ‘হম’ শব্দ করে যে। কিন্তু প্রশ্ন হল হাঁসের গলায় কি আমরা হম্ শব্দ শুনতে পায় ? নিশচয় না।[৫]

শব্দের স্বরূপ বিশ্লেষণের সময় নিরুক্ত শব্দের প্রকৃতি-প্রত্যয় খোঁজে শব্দের অর্থ নির্ধারণ বিষয়টিকে সামনে রেখে। যেমন ‘হস্ত’ শব্দের মূলে হস্ ধাতু মানা চলে না, কেননা হাসির সঙ্গে হস্তের কোন সম্পর্ক নেই। বরং গত্যর্থক হন্ ধাতুর সঙ্গে এখানে অর্থ সঙ্গতি সম্ভব। ‘প্রাশুঃ হননে’ অর্থাৎ দ্রুত এগিয়ে যায় এই হল হাতের কৃতিত্ব। স্বস্থানে স্থির থেকেও হাত বাড়িয়ে দেওয়া সম্ভব। ‘হস্ত’ শব্দের ব্যাখ্যায় তারই স্বীকৃতি। এখানে বলা যেতে পারে যে, অর্থের খাতিরে নিরুক্তের শব্দ বিশ্লেষণ রীতি এই কারণে ভাষাদর্শনের একটি দিক্‌দর্শন হিসেবে চিহ্নিত হয়েছে। ব্যাকরণ যেখানে অপারগ সেখানে নিরুক্ত সেই অসম্পূর্ণতা পূরণ করে দেয়। আসলে ব্যাকরণ-বিদ্যা শব্দ বিশ্লেষণে শব্দের লোক-ব্যবহারসিদ্ধ রূপতাত্ত্বিক ব্যাখ্যা দেওয়ার কাজটা করে থাকে। এজন্য ব্যাকরণ শব্দের উপকরণ হিসেবে প্রকৃতি ও প্রত্যয় চিহ্নিত করে। ব্যাকরণ শব্দ বিশ্লেষণের সময় কতগুলি রূপতাত্ত্বিক ও ধ্বনিতাত্ত্বিক রীতি-পদ্ধতি নিরূপণ করে। বর্ণাগম, বর্ণবিপর্যয়, বর্ণবিচার, বর্ণলোপ, অন্তস্থ বর্ণের স্বরায়ণ ইত্যাদি তাদের মধ্যে উল্লেখযোগ্য পদ্ধতি। ব্যাকরণের অন্য নাম ‘শব্দানুশাসন’ এবং তা অর্থবহ শব্দেরই অনুশাসন, যা পদরূপে বাক্যে ব্যবহৃত হয়। শব্দের রূপতাত্ত্বিক ব্যাখ্যায় ব্যাকরণ সমাসবদ্ধ পদের অবয়ব বিভাজন থেকে শুরু করে বর্ণের ষত্ব-ণত্ব, হ্রস্ব-দীর্ঘ, গুণ-বৃদ্ধি প্রভৃতি খুঁটিনাটি বিষয়ের আলোচনা করে। তাছাড়া যাগ-যজ্ঞে মুনি-ঋষিদের বাগব্যবহারের সময় বৈদিক মন্ত্র

উচ্চারণের কৌশল, পদপাঠ, জটাপাঠ প্রভৃতি রীতি পদ্ধতি প্রণয়নের ক্ষেত্রেও ব্যাকরণের উপযোগিতা অনেকখানি। বেদরক্ষাকে তাই ব্যাকরণের অন্যতম লক্ষ বলে গণ্য করা হয়।

ঋকবৈদিক যুগের শব্দচর্চ্চার অনেকটা প্রভাব লক্ষ করা যায় ব্যাকরণ দর্শনের ক্ষেত্রে। ব্যাকরণ দর্শনই প্রথম শব্দের পর্যায়ক্রমিক আলোচনা শুরু করে। অব্যক্ত এবং ব্যক্ত এই দ্বিবিধ রূপে শব্দচর্চার যে ধারা ঋকবেদে পরিলক্ষিত হয় তার প্রত্যক্ষ প্রভাব লক্ষ করা যায় ব্যকরণ দর্শনে।

মহাভাষ্যকার পতঞ্জলি তাঁর মহাভাষ্যের পস্পশাহ্নিকের তৃতীয়সূত্রে ''অথ গৌরিত্যত্র কঃ শব্দ:?'' এই প্রশ্নটির মাধ্যমে শব্দের স্বরূপ বিষয়ক আলোচনা শুরু করেছেন। পতঞ্জলি শব্দের স্বরূপ প্রকাশ করেছেন এভাবে, ''যেনোচ্চারিতেন সাস্নালাঙ্গুলকুকুদখুরবিষাণিনাং সংপ্রত্যয়ো ভবতি স শব্দঃ''[৬] অর্থাৎ যা উচ্চারণ করলে সাস্নালাঙ্গুলাদিবিশিষ্ট প্রাণী বিশেষের জ্ঞান জন্মে তাই 'গৌঃ' শব্দ। অনুরূপভাবে যা উচ্চারিত হলে দ্রব্যাদি পদার্থ বোধিত হয় তাই 'দ্রব্যাদি' শব্দ।

বাক্যপদীয় গ্রন্থের ব্রহ্মকান্ডের ১৪২ সংখ্যক সূত্রে সূক্ষ্মতম শব্দরূপে 'পশ্যন্তী' শব্দ, সূক্ষ্মতর শব্দরূপে 'মধ্যমা' এবং স্থুল শব্দরূপে 'বৈখরী' এই ত্রিবিধ শব্দের কথা বলেছেন। যদিও সূক্ষ্মতম শব্দরূপে 'পরা', সূক্ষ্মতর শব্দরূপে 'পশ্যন্তী' সূক্ষ্ম শব্দরূপে 'মধ্যমা' এবং স্থুল শব্দরূপে 'বৈখরী' শব্দ, এইভাবে শব্দের চতুর্বিধ বিভাগও শব্দচর্চ্চার একটি গুরুত্বপূর্ণ আলোচ্য বিষয়।[৭] আচার্য ভর্তৃহরি তাঁর বাক্যপদীয় গ্রন্থের ১৪২তম সূত্রে 'বৈখরী', 'মধ্যমা' ও 'পশ্যন্তী' এই ত্রিবিধ শব্দের কথা উল্লেখ করতে গিয়ে প্রথমেই এই ত্রিবিধ শব্দের পৃথক অধিষ্ঠানের কথা বলেছেন ''অনেক তীর্থভেদা........''।[৭] শব্দতত্ত্বের গভীর ও তাৎপর্যপূর্ণ ব্যাখ্যায় তিনি শব্দের তিনটি আশ্রয়ের কথা বলেছেন প্রাণ, বুদ্ধি ও হৃদয়। তাঁর মতে প্রাণ অধিষ্ঠানে থাকে 'বৈখরী', বুদ্ধিরূপ অধিষ্ঠানে থাকে 'মধ্যমা' এবং হৃদয় অধিষ্ঠানে থাকে 'পশ্যন্তী'। তিনি আরো বলেছেন যে একমাত্র 'বৈখরী' শব্দই শ্রোত্রেন্দ্রিয় গ্রাহ্য। 'মধ্যমা' ও 'পশন্তী' শব্দ শ্রোত্রেন্দ্রিয় গ্রাহ্য নয়। ভর্ত্তৃহরি তাঁর সোপজ্ঞ ব্যাখ্যায় শব্দের এই ত্রিবিধ রূপের লক্ষণ নির্দেশ করেছেন।[৮]

ভর্ত্তৃহরি 'বৈখরী', 'মধ্যমা' এবং 'পশ্যন্তী' শব্দের এই ত্রিবিধ বিভাগ স্বীকার করলেও ব্যাকরণ দর্শনে কিন্তু এই তিন প্রকার বাকের উর্ধে পরা বাক্ স্বীকৃত হয়েছে। এই পরা বাক্‌কেই কোন কোন বৈয়াকরণ শব্দব্রহ্ম বলে অভিহিত করেছেন। নাগেশভট্ট তাঁর পরমলঘুমঞ্জুষা গ্রন্থে উক্ত তিন প্রকার শব্দ ছাড়াও 'পরা' নামক শব্দের আর একটি বিশেষ প্রকার উল্লেখ করেছেন। তাঁর মতে এই 'পরা' শব্দই হল সূক্ষ্মতম শব্দ।

নাগেশভট্ট তাঁর পরমলঘুমঞ্জুষা গ্রন্থে 'পরা' শব্দের পরিচয় দিতে গিয়ে বলেছেন ''মূলাধারস্থ-পবনসংস্কারীভূতা মূলাধারস্থা শব্দব্রহ্মরূপা স্পন্দশূন্যা বিন্দুরূপিনী পরাবাগুচ্যেতে।''[৯] নাগেশভট্ট 'পরা' নামক সূক্ষ্মতর অবস্থাটিকে বাক্য ও মনের অগোচর মনে করলেও 'পশ্যন্তী' নামক সুক্ষতর শব্দটিকে মনের গোচর[১০] এবং 'মধ্যমা' নামক শব্দের সূক্ষ্ম অবস্থাটিকে মন ও বুদ্ধি উভয়েরই গোচর বলে মনে করেন। তাঁর মতে স্থুল শব্দরূপ 'বৈখরী' শব্দ ব্যান ও উদান বায়ুর মাধ্যমে কণ্ঠ থেকে বহির্গত হয়ে অপরের শ্রুতির বিষয় হয়। সাধারণভাবে শব্দ বলতে আমরা যা বুঝি ব্যাকরণ দর্শনে তা শুধু বৈখরী শব্দ, বাকি তিন প্রকার শব্দই অব্যক্ত শব্দ যা সাধারণ মানুষের বোধগম্য নয়।

লৌকিক ব্যবহারের ক্ষেত্রেই হোক আর বৈদিক বা শাস্ত্রীয় ব্যবহার নির্বাহের ক্ষেত্রেই হোক শব্দের উপযোগিতা যে অনস্বীকার্য সেকথা ভারতীয় মনীষীগণ বৈদিক যুগ থেকেই স্বীকার করে আসছেন। শব্দচর্চ্চার ধারা প্রাচীনকাল থেকে শুরু করে নানা পথ ধরে আজও সমানভাবে অব্যাহত। যদিও আলোচনার ধারা, রীতি এখন পরিবর্তিত হয়েছে, তবুও বলা যায় শব্দচর্চার আজকের যে পরিবর্তিত রূপ তার অনেকটাই ঋকবৈদিক যুগের শব্দচর্চ্চার উপর নির্ভর করেই গড়ে উঠেছে।

শব্দের দার্শনিক আলোচনার ক্ষেত্রে ব্যাকরণদর্শন প্রাচীনতর। ব্যাকরণ শব্দব্যবহারের রীতি-নীতি নিয়ে আলোচনা করে (অথশব্দানুশষণম্)। ব্যবহৃত, লিখিত বা উচ্চারিত শব্দ হল বৈখরী স্তরের শব্দ। বৈয়াকরণ দর্শনও একথা স্বীকার করে। কিন্তু বৈখরী স্তরের শব্দ ছাড়াও যে অপর তিন প্রকার শব্দের (পরা, পশ্যন্তী ও মধ্যমা) কথা বলা হয় তাদের একটি সাধারণ পরিচয় মাত্র আমরা পাই। কিন্তু এই সকল স্তরের শব্দের প্রকৃতি ও তাৎপর্য আমাদের কাছে আজও রহস্যাবৃত। চতুর্বিধ বাক্‌তত্ত্বের বিষদ্ পরিচয় দর্শন পর্যায়ের আলোচনার মধ্যে পরিলক্ষিত হয়না। বৈখরী স্তরকে মিথ্যা বলা হোক বা না হোক এই স্তরের মধ্যেই দর্শন পর্যায়ের আলোচনা সীমাবদ্ধ। সুতরাং সামগ্রিক ভাবে শব্দতত্ত্বের পরিচয় পেতে হলে আমাদের আরও প্রাচীন বৈদিক সাহিত্যে প্রবেশ করতে হবে। জীবের আবেগ-অনুভূতি প্রকাশের মাধ্যম রূপে শব্দব্যবহার প্রাথমিক মাধ্যম নয়। প্রাথমিক স্তরে প্রাণীকূলে যে ভাষা ভাবের বাহক হয় তা হল শরীরী ভাষা। এই শরীরী ভাষাও শব্দচর্চ্চার অন্তর্ভুক্ত। ভাব প্রকাশের মাধ্যম রূপে উচ্চারিত শব্দের স্থান পরবর্তীকালে। সুতরাং সামগ্রিক ভাবে শব্দচর্চ্চার আদি ইতিহাস খুঁজতে গেলে বৈদিক সাহিত্য বিশেষ করে ঋক্‌বেদের মধ্যে আমাদের প্রবেশ করতে হয়। 'বৈদিক পটভূমিতে শব্দচর্চ্চার ধারা' নামক এই ক্ষুদ্র নিবন্ধ

বৈদিক সাহত্য ভান্ডারে যে গভীর এবং গম্ভীর উপলব্ধি গ্রথিত রয়েছে তা উদঘাটনের স্পর্ধা রাখেনা। শুধু শব্দচর্চ্চার আদি দিকের প্রতি একটি ইঙ্গিত বহন করে মাত্র। একথা নিঃসন্দেহেই বলা যায় যে ভেদিযুগের শব্দচর্চ্চার ইতিহাস আজ ও রহস্যাবৃত ও অবহেলিত।

তথ্যসূত্র

১. ঋক্‌সংহিতা, ১/১৬৪/৪৫, বিষ্ণুপদ ভট্টাচার্য কৃত বঙ্গানুবাদসহ, বাক্যপদীয় (ভর্ত্তৃহরি প্রণীত) গ্রন্থ থেকে উদ্ধৃত, পৃষ্ঠা -১৬৬।
২. শব্দতত্ত্ব, রবীন্দ্র কুমার ভট্টাচার্য, পৃঃ-১৩৯।
৩. প্রাচীন ভারতের ভাষাদর্শন, করুনাসিন্ধু দাস পৃষ্ঠা -১।
৪. প্রাচীন ভারতের ভাষাদর্শন, করুনাসিন্ধু দাস পৃষ্ঠা -৪।
৫. প্রাচীন ভারতের ভাষাদর্শন, করুনাসিন্ধু দাস পৃষ্ঠা -৩-৪।
৬. মহাভাষ্য, পস্পশাহ্নিক, পতঞ্জলি, দন্ডীস্বামী দামোদর আশ্রম কৃত বঙ্গানুবাদসহ, পৃষ্ঠা -১৪।
৭. বাক্যপদীয়, ভর্ত্তৃহরি, বিষ্ণুপদ ভট্টাচার্য কৃত বঙ্গানুবাদসহ, পৃষ্ঠা -১৬০ (২য় খন্ড)।
৮. সোপজ্ঞ ব্যাখ্যা, বাক্যপদীয়, ভর্ত্তৃহরি, বিষ্ণুপদ ভট্টাচার্য কৃত বঙ্গানুবাদসহ, পৃষ্ঠা -১৬১ (২য় খন্ড।
৯. শব্দতত্ত্ব, রবীন্দ্র কুমার ভট্টাচার্য, পৃঃ-১৩৯।
১০. শব্দতত্ত্ব, রবীন্দ্র কুমার ভট্টাচার্য, পৃঃ-১৩৯।

গ্রন্থপঞ্জী

১. উপনিষদ, অতুলচন্দ্র সেন কর্তৃক অনূদিত ও সম্পাদিত, হরফ প্রকাশনী, প্রথম সংস্করণ, ১৯৭২।
২. কর, গঙ্গাধর, শব্দার্থসম্বন্ধসমীক্ষা, সংস্কৃত বুক ডিপো, কলকাতা, ২০০৩।
৩. কাব্যাদর্শ, দন্ডী, আর. আর. শাস্ত্রী ও কে.আর. পোদ্দার কর্ত্তৃক সম্পাদিত, বি.ও.আর.আই গভর্নমেন্ট ওরিয়েন্টাল সিরিজ, পুণা, ১৯৭০।
৪. ঘোষ, রঘুনাথ ও ভট্টাচার্য চক্রবর্তী, ভাস্বতী, শব্দার্থ বিচার (সম্পাদনা), এলাইড পাবলিশার্স্ প্রাইভেট লিমিটেড, ২০০৫।
৫. দাস, করুণাসিন্ধু : প্রাচীন ভারতের ভাষা দর্শন, প্রগ্রেসিভ পাবলিশার্স্, ফেব্রুয়ারি ২০০২। : ব্যাকরণ দর্শনে বাগর্থপ্রসঙ্গ, এলাইড পাবলিশার্স্ প্রাইভেট লিমিটেড, ২০০৩।
৬. বাক্যপদীয় (ব্রহ্মকাণ্ড), ভর্ত্তৃহরি, বিষ্ণুপদ ভট্টাচার্য কর্ত্তৃক বঙ্গানুবাদ সহ, ১ম ও ২য় খণ্ড, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ২য় সংস্করণ ২০০৭।
৭. ভট্টাচার্য, উমেশচন্দ্র, ভারতদর্শনসার, বিশ্বভারতী, ১৪১১ বঙ্গাব্দ।
৮. ভট্টাচার্য, রবীন্দ্র কুমার, শব্দার্থতত্ত্ব, সদেশ, ২০০৯।
৯. ভট্টাচার্য, রবীন্দ্র কুমার, শব্দতত্ত্ব, সদেশ, ২০০৮।
১০. মণ্ডল প্রদ্যোত কুমার : ভারতীয় দর্শন, প্রগ্রেসিভ পাবলিশার্স্, ২০১০।
১১. মণ্ডল, নীলিমা, শাব্দবোধের ব্যুপত্তিবাদপ্রসঙ্গ, শরৎ বুক ডিষ্ট্রিবিউটার্স, ১৪০৯বঙ্গাব্দ।
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সমাজসংস্কারে ধর্মসংস্কারের ভূমিকা : বিবেকানন্দের উপলব্ধি

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সমাজ সংস্কারের জন্য প্রথমেই প্রয়োজন ধর্মসংস্কারের। মানুষের মনে ধর্মীয় প্রেরণার জাগরণ ছাড়া সমাজ সংস্কার অসম্ভব। বিবেকানন্দ তাঁর এই অনুভূতিকে সমাজ সংস্কারের ভিত্তিরূপে গ্রহণ করেছিলেন। তাঁর মনে হয়েছিল মানুষের জীবন দাঁড়িয়ে আছে ধর্মীয় ভিত্তির উপর। তবে এধর্ম হিন্দু, মুসলিম, খ্রীষ্টান বা বৌদ্ধধর্ম নয় এ-ধর্ম সেবাধর্ম, মানবধর্ম। প্রকৃতপক্ষে বিবেকানন্দের দৃষ্টিতে ধর্মভাবনার ভিত্তি হল সত্য, প্রেম ও সেবা। যে ধর্ম সত্য, প্রেম ও সেবাকেন্দ্রিক সে ধর্মই মানব ধর্ম। বিবেকানন্দের জীবনবোধে ধর্মসংস্কারের মধ্য দিয়ে সমাজসংস্কারের আদর্শ কীভাবে উন্মোচিত হয়েছে সেই দিকটি তুলে ধরাই হল এই প্রবন্ধের আলোচ্য বিষয়।

ভারতীয় সমাজব্যবস্থার দুর্বল চেহারা বিবেকানন্দকে ভাবিত করেছিল। তাঁর সমাজ ভাবনার উপলব্ধ সত্যটি হল যে কোন দেশের আদর্শ সামাজ গঠনের অন্তর্নিহীত শক্তি নিহীত থাকে সহিষ্ণুতা ও ভ্রাতৃত্ববোধের আদর্শে। সামাজিক অধঃপতনের কারণ হল সেই সমাজস্থ ব্যক্তিবর্গের মূল্যবোধের অভাব। মানুষকে মুল্যবোধের প্রকৃত শিক্ষায় শিক্ষিত হতে হবে। মুল্যবোধের অবক্ষয় মানুষের মধ্যে সহিষ্ণুতা ও ভ্রাতৃত্ববোধের আদর্শটিকে এক বিশেষ অজানা আবরণে আবৃত করে রাখে। তবে তিনি বিশ্বাস করতেন মানুষ পারে না এমন কোন কাজ নেই। প্রাচীন ঐতিহ্যের শ্রেষ্ঠত্ব ও আপন শক্তিতে বলীয়ান হয়ে সমাজ গঠনের আদর্শকে পাথেয় করে একমাত্র মানুষই পারে সামাজিক কাঠামোটিকে এক সুদৃঢ় ভিত্তির উপর প্রতিষ্ঠা করতে।

পাশ্চাত্যের অন্ধ অনুকরণ অপেক্ষা স্বদেশের আধ্যাত্মিক পুনর্জাগরণের উপর অত্যধিক জোর দেওয়ার পক্ষপাতি ছিলেন স্বামীজী। আধ্যাত্মিক পুনর্জাগরণের শক্তি হল ধর্ম। ধর্ম মানব জীবন থেকে বিচ্ছিন্ন কোন ঘটনা নয়। তবে এ ধর্ম ‘ছুঁয়োনা ধর্ম’ নয়। এধর্ম সৎ আচরণে ও আধ্যাত্মিক শুদ্ধতায় পূর্ণ শক্তিবিশেষ। এই শক্তি একদিকে যেমন সামাজিক অবক্ষয়ের হাত থেকে মানুষকে রক্ষা করে, অপরদিকে তেমন মানুষকে সুস্থ সমাজ গঠনের নিমিত্ত সংস্কারের ধারাকে এগিয়ে নিয়ে যেতে সাহায্য করে।

স্বামীজীর কাছে নিষ্কাম সেবাধর্মই হল শুদ্ধধর্ম, যা প্রতিটি মানুষের জীবনের আদর্শ। হওয়া উচিৎ। তিনি মনে করতেন সেবাপরায়ণতার আদর্শই মানব জীবনের মূল লক্ষ হওয়া উচিত। পাশ্চাত্যে ধর্মপ্রচারকালীন তিনি অনুভব করেছিলেন জনকল্যানসাধনের ইতিবাচক চিত্রটি। শ্রীরাকৃষ্ণদেবের পূণ্যস্মৃতি রক্ষার্থে গঠন করলেন শ্রীরামকৃষ্ণমিশন। যার উদ্দেশ্য ছিল শুদ্ধ ধর্মজীবন ও সমাজকল্যাণ সাধন এই দুইএর মধ্যে সমন্বয় সাধন করা। জীবনের প্রতি উদাসীন না হয়ে শুদ্ধ ধর্মীয় ভাবনায় আত্মনিয়োগের মাধ্যমে নরনারায়ণের সেবাতে সাম্য, মৈত্রী ও ভ্রাতৃত্বের আদর্শকে পুনরুজ্জীবিত করাই ছিল স্বমীজীর মূল লক্ষ্য। তিনি তাঁর এই লক্ষে আজীবন অবিচল থেকেছেন।

বিবেকানন্দ সেবাধর্মের আদর্শকে পাথেয় করে জগৎ ও জীবনের মূল সত্যের সন্ধানে নিরন্তর গবেষণা করেছেন। আবিস্কার করেছেন চার দেওয়ালের বন্ধ ঘরে শঙ্খ-উলুধ্বনি ও প্রদীপ প্রজ্বলনের মাধ্যমে দেব-দেবীর আরাধনায় মুক্তি আসবে না। বিশ্ব সংসারের এ প্রান্ত থেকে ও প্রান্তে অবাল-বৃদ্ধ-বনিতার সেবার মধ্যেই মুক্তি। তাঁর কথায় মহামুক্তির বীজমন্ত্র লুকিয়ে আছে জীব সেবার মধ্যে। জীব জ্ঞানে শিবের পূজা ও আরাধনার মধ্যেদিয়েই মুক্তির পথ প্রশস্ত হতে পারে।

স্বামীজীর কাছে নিষ্কাম সেবাধর্মই হল শুদ্ধধর্ম, যা প্রতিটি মানুষের জীবনের আদর্শ হওয়া উচিৎ। তিনি মনে করতেন সেবাপরায়ণতার আদর্শই মানব জীবনের মূল লক্ষ হওয়া উচিত। পাশ্চাত্যে ধর্মপ্রচারকালীন তিনি অনুভব করেছিলেন জনকল্যানসাধনের ইতিবাচক চিত্রটি। শ্রীরাকৃষ্ণদেবের পূণ্যস্মৃতি রক্ষার্থে গঠন করলেন শ্রীরামকৃষ্ণমিশন। যার উদ্দেশ্য ছিল শুদ্ধ ধর্মজীবন ও সমাজকল্যাণ সাধন এই দুইএর মধ্যে সমন্বয় সাধন করা। জীবনের প্রতি উদাসীন না হয়ে শুদ্ধ ধর্মিয় ভাবনায় আত্মনিয়োগের মাধ্যমে নরনারায়ণের সেবাতে সাম্য, মৈত্রী ও ভ্রাতৃত্বের আদর্শকে পুনরুজ্জীবিত করাই ছিল স্বমীজীর মূল লক্ষ্য। তিনি তাঁর এই লক্ষে আজীবন অবিচল থেকেছেন।

বিবেকানন্দের দৃষ্টিতে ধর্মই হল মানবতা, তথা মানব ধর্ম। যে ধর্ম সমগ্র মানব জাতির ধারক। বিবেকানন্দ সমগ্র মানব জাতির ধারক রূপে যে ধর্মের কথা বলেছেন তাহল -মানব ধর্ম যা আসলে তাঁর দৃষ্টিতে সেবা ধর্ম। একমাত্র ধর্মপথেই মানুষ দেবত্বের আসন লাভ করতে পারে। এধর্ম রহস্য-রোমাঞ্চে ভরা ধর্ম নয়, এধর্ম সৎ আচরণ, নৈতিক ও আধ্যাত্মিক শুদ্ধতায় পরিপূর্ণ। বিবেকানন্দের কথায় ‘‘পরোপকারই ধর্ম পরপীরণই পাপ। শক্তি ও সহসীকতাই ধর্ম, দূর্বলতা ও কাপুরুষতাই পাপ। স্বধীনতাই ধর্ম, পরাধীনতাই পাপ। অপরকে ভালোবাসাই ধর্ম,

অপরকে ঘৃণা করাই পাপ। ঈশ্বরে ও নিজ আত্মাতে বিশ্বাসই ধর্ম, সন্দেহই পাপ। অভেদ দর্শনই ধর্ম, ভেদ-দর্শন ই পাপ।'' (আমার ভারত অমর ভারত স্বামী বিবেকানন্দ পৃষ্ঠা -৯০)

ধর্মের স্বভাব নিহিত ধারণ ক্ষমতায়। আমরা ধর্মকে ধারণ করিনা ধর্ম আমাদের ধারণ করে। ধর্মের ধারণ ক্ষমতা মানুষকে নৈতিক, আধ্যাত্মিক ও প্রেমশক্তিতে বলীয়ান ও পূর্ণ করে তোলে। বিবেকানন্দ কোন দিন কোন একটি বিশেষ ধর্মমতকে গুরুত্ব দেননি। তাঁর ধর্ম সকলের ধর্ম, সমগ্র জাতির ধর্ম, বিশ্বের সকল জাতি বর্ণ নির্বিশেষে আর্ত পীড়িত অত্যচারীত নিপীড়িত দুর্বল সবল সকলের ধর্ম। বিবেকানন্দ চেয়েছিলেন প্রত্যেকটি ধর্মমতের সত্যদর্শন ও মানবত্বের উদ্বোধক হবে এরূপ ধর্মীয় আদর্শের মানদন্ডে ধর্মের সংস্কার করতে। যে সংস্কার প্রকৃত পক্ষে সমাজ সংস্কারেরই নামান্তর।

গ্রন্থপঞ্জী

১. চিন্তানায়ক বিবেকানন্দ - সম্পাদক স্বামী লোকেশ্বরানন্দ - রামকৃষ্ণ মিশন, ইনস্টিটিউট অব কালচার, গোলপার্ক, কলি - ২৯, ইনস্টিটিউট অব কালচার, গোলপার্ক, কলি - ২৯।

২. শাশ্বত বিবেকানন্দ, সম্পাদক, নিমাই সাধন বসু, আনন্দ পাবলোশার্স।

৩. তত্ত্ব ও প্রয়োগ, দর্শন ও সমাজ ট্রাস্টের মুখপত্র, পঞ্চম খন্ড, তৃতীয় সংখ্যা, নভেম্বর ২০১০।

৪. অমৃতবাণী (বিবেকানন্দের বাণী সংকলন) গোলপার্ক রামকৃষ্ণ মিশন।

৫. ওঠো, জাগো, এগিয়ে চলো- স্বামী বিবেকানন্দ।

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লোককবি বিজয় সরকার : জীবন ও সাহিত্য (১৯০৩ - ১৯৮৫)

হীরামন পোদ্দার
সহঃ শিক্ষক, গণদীপায়ন লালবাহাদুর স্মৃতি বিদ্যাপীঠ, হাবরা, উত্তর ২৪ পরগনা।

গানের দেশে প্রাণের মানুষ লোককবি বিজয় সরকার (১৯০৩-১৯৮৫) এপার বাংলা ওপার বাংলা দুই বাংলারই কবি গানের ইতিহাসে সুদৃঢ় ভিক্তিতে প্রতিষ্ঠিত। তাঁর রচিত অসংখ্য ধুয়া গানের মধ্যে প্রতিফলিত হয়েছে প্রাণের দেশ বাংলাদেশের গ্রাম্য জীবন ও গ্রামের মানুষের অন্তরের আকুতি। বিজয় সরকারের গান যেমন সাহিত্য গুণসম্পন্ন তেমনই বিষয় ভাবনাও অভিনব। তাঁর সৃজনশীলতার গভীরতা ও অসাম্প্রদায়িক চেতনা তুলনা রহিত।

কবি বিজয় সরকারের জন্ম বাংলাদেশের (পূর্বের পূর্ব বাংলার) যশোর জেলার (বর্তমান নড়াইল) সদর থানার ডুম্‌দি গ্রামের নমঃশূদ্র সম্প্রদায়ের বৈরাগী বংশে। প্রচলিত আছে ইংরাজী ১৯০৩ সালের ২০ ফেব্রুয়ারী বাংলা ১৩০৯ সনের ৭ ফাল্গুন বিজয় সরকারের জন্ম। পিতার নাম নবকৃষ্ণ বৈরাগী ও মায়ের নাম হিমালয় কুমারী। ডুম্‌দি গ্রাম নড়াইল শহর থেকে প্রায় তিন মাইল দক্ষিণ পূর্ব পার্শ্বের বিলের মাঝখানে অবস্থিত, যেমন অনুন্নত তেমনি নাগরিক সুযোগ-সুবিধা বঞ্চিত। ঊনবিংশ-বিংশ শতাব্দীতে জ্ঞান-বিজ্ঞানে নাগরিক জীবন অনেক অগ্রগামী হলেও ডুম্‌দি গ্রামবাসীর সেই সৌভাগ্য ছিল না। ফলে বিজয় সরকারকে অনেক প্রতিকূল পরিস্থিতির মধ্য দিয়ে জীবন সংগ্রামে অবতীর্ণ হতে হয়।

বিজয় সরকারের পিতামহ গোপালচন্দ্র বৈরাগী ছিলেন একজন কৃষক। গোপালচন্দ্রের পুত্র অর্থাৎ বিজয় সরকারের পিতা নবকৃষ্ণ বৈরাগী সামান্য লেখাপড়া জানতেন। বিভিন্ন সূত্র থেকে জানা যায় তিনি কবিগানের বিশেষ ভক্ত ছিলেন। তখনকার দিনের কবিয়াল নড়াইলের সিংগে নিবাসী আনন্দ সরকার (১৮৩৩-১৯২৬) এবং জয়পুরের লোহাগড়া নিবাসী তারকচন্দ্র সরকারের (১৮৪৭-১৯১২) সাথে তাঁর ঘনিষ্ট সম্পর্ক ছিল। নবকৃষ্ণ ভক্তির আতিশয্যে আনন্দ সরকার ও তারকচন্দ্র সরকারের রচিত বিভিন্ন গান গ্রামের ধর্মীয় অনুষ্ঠানগুলিতে পরিবেশন করতেন। এছাড়া নবকৃষ্ণ দৈহিক শক্তিতে বলীয়ান যেমন ছিলেন তেমনি বুদ্ধিমত্তায়ও তিনি প্রশংসার যোগ্য। বিজয় সরকারের মাতা হিমালয় কুমারী ছিলেন নড়াইলের রামসিধি গ্রামের এক চাষী পরিবারের কন্যা। নবকৃষ্ণ ও হিমালয় কুমারী নয়টি সন্তানের মধ্যে বিজয় ছিলেন সর্বকনিষ্ঠ। বৈরাগী বংশের সন্তান তরুণ বিজয় আধুনিক শিক্ষায় শিক্ষিত হয়ে বংশের নাম পরিবর্তন করেন বিজয় কৃষ্ণের সময় থেকেই বৈরাগীর পরিবর্তে তাঁকে অধিকারী লিখতে দেখা যায়। উল্লেখ্য বৈরাগী ও অধিকারী সমার্থক শব্দ।

বিজয় সরকারের পিতা শিশু বিজয়ের লেখাপড়ার প্রতি অত্যন্ত সজাগ দৃষ্টি রাখতেন। বিজয়ের প্রতি কোনরূপে অযত্ন তিনি মেনে নিতেন না। জানা যায় বিজয়ের জ্যাঠতুত ভাই অভয়চন্দ্র বৈরাগী বাড়িতে বসে শিশু বিজয়কে লেখার হাতে খড়ি দেন। এরপর নবকৃষ্ণ শিশু বিজয়কে গ্রামের কোন এক পাঠশালায় ভর্তি করে দেন। প্রাথমিক শিক্ষার সময় বিশিষ্ট কণ্ঠশিল্পী ও অভিনেতা নেপালচন্দ্র বিশ্বাসকে বিজয় শিক্ষক হিসাবে পান। নেপালবাবুর অনুপ্রেরণায় বিজয় সরকারের সঙ্গীতে হাতে খড়ি হয়। কিশোর বিজয় পাঠশালায় অধ্যয়নকালে গ্রামের মেয়েদের বিয়ের গানে ও জাগরণ গানে কণ্ঠ দিয়ে নেপালবাবুর দৃষ্টি আকর্ষণ করেন।

পাঠশালার অধ্যয়ন শেষ হলে মেজদাদা হৃদয়নাথের আন্তরিক ইচ্ছায় বিজয় সরকার হোগলাডাঙ্গা ইউ. পি স্কুলে ভর্তি হন। এই সময় নড়াইলের জমিদার মণিন্দ্রনাথ রায় বিজয়সহ পূর্বতন চারটি কিশোর ও নেপালবাবুকে নিয়ে যাত্রা দল গঠন করেন। এই দলে বিজয় সরকার ‘হরিশ্চন্দ্র,’ ‘সুরথ উদ্দার’, ‘রাম বনবাস,’ ‘সীতাহরণ’ নাটকে অভিনয় ও বিবেকসঙ্গীত পরিবেশন করে বিভিন্ন মহল থেকে পুরস্কৃত হন।

হোগলাডাঙ্গা ইউ. পি. স্কুলের অধ্যয়ন শেষ করে বিজয় ১৬/১৭ বছর বয়সে বাঁশগ্রামে এম. ই. সকুলে ভর্তি হন। বাঁশগ্রাম স্কুলের প্রধান শিক্ষক ভুবন মোহন ঘোষ তাঁকে সঙ্গীতচর্চায় বিশেষ উৎসাহিত করেন। এরপর বাঁশগ্রাম স্কুল ত্যাগ করে তিনি সিংগাশোলপুরের কে. পি. ইনষ্টিটিউটনের ৭ম শ্রেণিতে ভর্তি হন। এই ইনিস্টিটিশনে পড়াকালীন সময়ে প্রধান শিক্ষক বিজয় বাবু (বিজয় চন্দ্র ভট্টাচার্য), সহকারী প্রধান শিক্ষক অরুণেশ্বর রায় ও হেড পন্ডিত কিরণচন্দ্র বিজয় সরকারকে সাহিত্য চর্চায় বিশেষভাবে উৎসাহিত করেন। এই কিরণচন্দ্র চক্রবর্তীর নিকট তিনি সংস্কৃত ভাষা ও হিন্দু শাস্ত্র অধ্যয়ন করেন। শিক্ষক অরুণেশ্বর রায় নিজে একজন সংগীতজ্ঞ ও নাট্যমোদি থাকায় তিনি বিজয় সরকারকে অনুপ্রেরণা দিতেন। জানা যায় এই অরুণেশ্বর রায়ের কাছেই বিজয় সরকার শিখেছিলেন রবীন্দ্র সঙ্গীত। বস্তুত বিজয় তাঁর স্মৃতিচারণে এই শিক্ষকদের উৎসাহদান অতি শ্রদ্ধার সাথে স্মরণ করতেন।

বিভিন্ন ক্ষেত্রসমীক্ষা থেকে জানা গেছে তিনি সিংগে শোলপুর কে. পি. ইনষ্টিটিউশনে দশম শ্রেণি পর্যন্ত পড়াশোনা করেছিলেন। ম্যাট্রিক পরীক্ষা দেওয়ার প্রস্তুতি নিচ্ছিলেন। কিন্তু দুঃখের বিষয় বিজয়ের আর ম্যাট্রিক পরীক্ষা দেওয়া হলো না, কারণ টেষ্ট পরীক্ষা দেওয়ার পরেই তাঁর পিতৃ বিয়োগ ঘটে গেল। এই ধারণার একটি ভিন্নমতও পাওয়া যায়। কারও মতে তিনি ১৯২৬ খ্রিস্টাব্দে ম্যাট্রিক পাশ করার পর নিজের ডুমদী গ্রামের স্কুলে কিছুদিন শিক্ষকতা করেছেন। তবে বিজয় সরকারের জীবনীকার মহসিন হোসাইন ও বিভিন্ন সাক্ষাৎকারের ভিত্তিতে জানা যায় তিনি ১৯২৬ সালে ম্যাট্রিকুলেশন পরীক্ষা দিয়ে অকৃতকার্য হন।

ইতি মধ্যে বিজয়ের পিতা নবকৃষ্ণ অধিকারী মহাশয় পরলোক গমন করেন এবং কিছুদিনের মধ্যে পিতার কৃষিজমি হাটবাড়িয়ার জমিদাররা নিলামে নিয়ে নেয়। এমতাবস্থায় বিজয়ের সহোদরেরা যে যার মতো সংসার পেতে জীবিকার জন্য কঠোর সংগ্রামে লিপ্ত হন। পিতৃ-মাতৃহীন সর্বকনিষ্ঠ বিজয়কে দেখবার মতো আর কেউ রইল না। তাই তিনি পরীক্ষা না দিয়ে ডুমদি মধ্যপাড়া এল. পি. স্কুলের পন্ডিত-মাস্টার পদে যোগ দেন। বেতন অতি সামান্য, শিক্ষার্থীর অভিভাবকরাই যা দিতেন। এই এল. পি. স্কুলের শিক্ষকতার পেশায় বিজয় সরকার তিন বছর অতিবাহিত করেন। তারপর কোন এক কারণে ডুমদি মধ্যপাড়া লোয়ার প্রাথমিক স্কুলের শিক্ষকতা ত্যাগ করে ডুমদি গ্রাম থেকে প্রায় দেড় কিলোমিটার উত্তর দিকে টাবরা লোয়ার প্রাইমারি স্কুলের পন্ডিত-শিক্ষক হিসাবে যোগ দেন। প্রায় আড়াই বছর কাটিয়ে দেন এই স্কুলে।

শিক্ষকতার সীমাবদ্ধ জীবন বিজয় সরকারকে খুব আনন্দ দিতে পারেনি। খাঁচা খোলা পাখির মতো তাঁর মন কঠোর জীবন সংগ্রামের ছকে বা কাজের ছকে আবদ্ধ না রেখে অসীমের পানে ধাবিত হল। পাল্টে নিলেন নিজের জীবিকার ধরণ- ছেড়ে গেলেন টাবরা, গ্রহণ করলেন মূলদাঁইড় কাছারির এক সহকারী নায়েবের পদ। সেখানে গিয়ে নতুন অভিজ্ঞতা অর্জন করলেন তিনি। জমিদার-গোমস্তা-নায়েব-আমলাদের অত্যাচার-অবিচার দেখে মন গেল বিষিয়ে। দুঃখ ভারাক্রান্ত মন নিয়ে ১৩৩২ সনে তিনি গোপালপুর হাটবাড়িয়ার জমিদারের কাছারির নায়েবের চাকরি নেন জানকীনাথ দত্তের অনুকম্পায়। কাছারির কাজের ব্যস্ততার মধ্যেও তিনি সঙ্গীতচর্চা অব্যাহত রাখেন।

বিজয় সরকার একদিন লোকমুখে শুনতে পান, হোগলাডাঙ্গায় কবিগান হবে। কবিগানের বিখ্যাত দুই কবিয়াল পালা করবেন- একজন গোপালগঞ্জের বিখ্যাত কবিয়াল মনোহর সরকার (১৮৭৯-১৯৩৯) ও অন্যজন খুলনার রাজেন্দ্রলাল সরকার (১৮৯৯-১৯৭৩)। অন্যান্য সঙ্গীতপ্রিয় লোকের সাথে তিনি কবিগান শুনতে গেলেন এবং মনোহর সরকারের গানে বিজয় সরকার এমন অভিভূত হলেন যে, গভীর রাতে গান শেষ হলেও তিনি স্থান ত্যাগ করেননি। সকাল বেলায় যে বাড়ীতে মনোহর সরকারের থাকা-খাওয়ার ব্যবস্থা হয়েছিল বিজয় সেই বাড়ীতে উপস্থিত হন এবং বিনীতভাবে প্রণাম করলেন মনোহর সরকারকে এবং ভক্তি গদ গদ হয়ে চোখের জল ফেলে জানালেন,- 'বাবা, আমি আপনার কাছ থেকে কবিগানের সরকারি শিখতে চাই। আপনি আমাকে গ্রহণ করেন'। মনোহর সরকার বিজয়ের মাথায় হাত বুলিয়ে সান্ত্বনা দিলেন এবং পরিবারের খবরাখবর নিলেন।

সুন্দর চেহারার তরুণটির দিকে তাকিয়ে মনোহর সরকার জিজ্ঞাসা করলেন,- 'তুমি গান গাইতে জান' ? বিজয় বললেন, 'জানি'। 'আপনি কোন ধরনের গান শুনতে চান' ? মনোহর বললেন, 'আমি যে ধরনের গান শুনতে চাইব তুমি সে ধরনের গান গাইতে পারবে '? বিজয় আত্মপ্রত্যয়ের সাথে উত্তর দিলেন 'হ্যাঁ, পারব'। এ হেন উত্তরে বিস্ময়ে বিমুগ্ধ মনোহর জিজ্ঞাসা করলেন, 'অশ্বিনীদার গান জান '? এরপর তরুণ বিজয় সরকার একতারা বাজিয়ে একটি গান গেয়ে শুনালেন। ঐ গানের প্রথম অংশ ছিল এমন,-

''আমি গুরু বৈমুখ হয়ে রলেম ভাই,
এ মুখ কেউ দেখ না,
আমার এ মুখ দেখলে পরে,
তার দুঃখ আর যাবে না''।।

- বিজয়ের দরদী কণ্ঠের গান শুনে মনোহর সরকার সেদিন চোখের জল রাখতে পারেননি। গাইতে গাইতে কেঁদেছিলেন বিজয়ও। ঐদিনই সিদ্ধান্ত হয়, বিজয় পরবর্তী বছর মনোহর সরকারের সঙ্গে কবিগান শিক্ষার্থে সর্বক্ষণ থাকবেন।

১৩৩৩ সনে ২১ বছর বয়সে বিজয় সরকার কবিগান শেখার জন্য গুরু কবিয়াল মনোহর সরকারের বাড়ি গোপালগঞ্জ জেলার দুর্গাপুরে উপস্থিত হন। এরপর বিজয় সরকারের শুরু হয় নতুন জীবন। তিনি আনুষ্ঠানিকভাবে মনোহর সরকারের নিকট তালিম নিতে শুরু করেন। কখনো 'দোহার' কখনো 'ছুট সরকার' আবার কখনো 'বাঁধনদার' হিসাবে তাঁর কবি প্রতিভা এবং কণ্ঠের মাধুর্য প্রদর্শনের সুযোগ লাভ করেন। তার পরে কবিগানের শিক্ষাগুরু খুলনার চুনখোলার বিখ্যাত লোককবি রাজেন্দ্রনাথ সরকার (১৮৯১-১৯৭৩), কবিগানের জগতে ইনি একজন দিকপাল- কবিগানে অশ্লীলতা বর্জনে একজন অন্যতম হোতা। রাজেন্দ্রনাথ সরকারের নিকট তিনি একবছর সঙ্গীতের তালিম নেন। ১৩৩৬ বঙ্গাব্দের ১২ ই অগ্রহায়ণ গুরু মনোহর সরকারের অনুমতি নিয়ে তিনি কবিগানের

দল গঠন করেন। তাঁর দলে বিভিন্ন সময় যাঁরা সহশিল্পী ছিলেন বলে জানা যায় তারা হলেন, সদানন্দ মল্লিক, রসিক মান্দার, নগেন মাস্টার, পরাণ ঢুলি, ধীরেন্দ্রনাথ বিশ্বাস, বিমল বিশ্বাস, কালিকান্ত শিকদার, মুকুল বিশ্বাস, জিতেন্দ্রনাথ বিশ্বাস, হাজারীলাল বিশ্বাস, সতীশ শীল, দুলাল বিশ্বাস, ক্ষীরোদ বিশ্বাস প্রমুখ। ফরিদপুরের ভেন্নাবাড়ী গ্রামে অনুষ্ঠিত হয় বিজয় সরকারের নতুন দলের প্রথম কবিগান। এই আসরে তাঁর প্রতিপক্ষ ছিলেন মহিম সরকার। ক্রমে ক্রমে কবিগায়ক হিসাবে বিজয়ের নাম ছড়িয়ে পড়ে।

প্রতিপক্ষ সরকার হিসাবে অনেকের সাথেই বিজয় কবিগান গেয়েছেন। তাঁদের মধ্যে বিশেষভাবে উল্লেখযোগ্য নাম হল - নকুল দত্ত ও নিশি সরকার। অবশ্য পরবর্তীকালে বিজয়-নিশি কবিগানের একান্নবর্তী পরিবার হয়ে উঠেছিল। বিজয় যে আসরে গাইবেন সে আসরে নিশি নেই, আবার নিশি যে আসরে গাইবেন সে আসরে বিজয় নেই -এটা যেন ভাবাই যেত না। নিশিহীন বিজয় হোত না, আবার বিজয়হীন নিশিও হোত না। দুঃখের বিষয় দেশ ভাগের জন্যই এই দুই জুটির গান গাওয়ার ভাঙ্গনের শুরু।

বিজয় সরকার প্রায় হাজার পাঁচেক আসরে গান গেয়ে লক্ষ লক্ষ শ্রোতার প্রশংসা কুড়িয়েছেন। তিনি দুই বাংলার প্রতিটি জেলার বিভিন্ন এলাকায় প্রত্যেক বছরেই কবিগান পরিবেশন করেন। এছাড়া দিল্লি, ওড়িশা, আন্দামান, ত্রিপুরা ও অসমের বাঙালিদের বসবাস স্থলে তিনি কবিগান পরিবেশন করেন। ১৩৪২ সালে কলকাতার এলবার্ট হলে কবিগানের আসর বসে। এ অনুষ্ঠানের উদ্যোক্তা ছিলেন রাজেন্দ্র সরকার। অনুষ্ঠানটিকে সাফল্যমন্ডিত করতে এগিয়ে এসেছিলেন বিদ্রোহী কবি কাজী নজরুল ইসলাম, পল্লিকবি জসীমুদ্দীন, কবি গোলাম মোস্তাফা ও কণ্ঠশিল্পী আব্বাসউদ্দীন। কবিগান আরম্ভ হওয়ার আগে জসীমউদ্দীন কবিগান ও কবিয়ালদের সম্পর্কে বিস্তৃত আলোচনা করেন। এই আসরে কবিগান গেয়ে বিজয় শ্রোতাদের মাতিয়ে দেন। এই প্রথম কলকাতা শহরে বিজয়ের নাম চড়িয়ে পড়ে। স্মরণ করা যেতে পারে যে, পূর্বোক্ত কবি-শিল্পীদের ত্যাগ ও সহযোগিতা বিজয় সরকারের জনপ্রিয়তার সৃষ্টির মূলে কাজ করেছে। রাজেন্দ্রনাথ সরকারের অর্থনৈতিক সহযোগিতার কথা এই প্রসঙ্গে উল্লেখযোগ্য। চুলখোলার বাড়ি তৈরী করার জন্য যে ইট কিনেছিলেন সে সব ইট বিক্রি করে তিনি এলবার্ট হলের সমস্ত ব্যয় ভার বহন করেন। এ আসরে অন্য গায়ক ছিলেন- নিশি সরকার (১৩১৮-১৩৯৯)।

এরপর বিজয় কলকাতার নানা জায়গায় গান করেন। এর মধ্যে বিশেষভাবে উল্লেখযোগ্য কলকাতা বিশ্ববিদ্যালয়ের কবিগান। ১৯৩৭ সালের ১লা অক্টোবর কলকাতা বিশ্ববিদ্যালয়ের আশুতোষ ভবনে অধ্যাপকগণের ব্যবস্থাপনায় অনুষ্ঠিত হয় এই কবিগানের আসর। এখানে কবিগানের বিষয় ছিল ‘স্ত্রী ও পুরুষ’। স্ত্রী লোকের পক্ষে ছিলেন বিজয়।এ আসরে বহু গুণী ব্যক্তি উপস্থিত ছিলেন। তাঁদের মধ্যে সুনীতিকুমার চট্টোপাধ্যায়, সুকুমার সেন, কবি নজরুল ইসলাম, বিখ্যাত নৈয়ায়িক ফণিভূষণ তর্কবাগীশ, ধীরেন্দ্রনাথ সেন, আব্বাসউদ্দীন ও শৈলেন্দ্রনাথ মিত্রের নাম বিশেষভাবে উল্লেখযোগ্য। বিজয়ের গানে সন্তুষ্ট হয়ে সুনীতিকুমার চট্টোপাধ্যায়, সুকুমার সেন প্রমুখেরা বিজয়কে একটা প্রশংসা পত্র দেন। তাতে লেখেন, -

‘‘আমরা শ্রীযুক্ত বিজয়কৃষ্ণের কবিত্ব শক্তি, শাস্ত্র জ্ঞান এবং বাগ্মীতা ও তদুপরি সংগীতজ্ঞতা দেখিয়া বিশেষ প্রীতি লাভ করিয়াছি’’।

বিজয় সরকার আধুনিক শিক্ষায় শিক্ষিত মানুষের নিকট কবিগানকে শ্রুতি যোগ্য করে তোলেন। তিনি গ্রামের মাঠ- ঘাট থেকে শুরু করে ঢাকা, কলকাতার সরকারী অনুষ্ঠানেও কবিগান পরিবেশন করেন। বাংলা বেতার ঢাকা ও খুলনা কেন্দ্র, বাংলাদেশ টেলিভিশন, বাংলাদেশ শিল্পকলা একাডেমী (ঢাকা, ১৯৭৯), বাংলা একাডেমী (ঢাকা, ১৯৭৯), ঢাকা বিশ্ববিদ্যালয়, কলকাতা ভাষা পরিষদ হল, কাশিম বাজার মহারাজের পুত্র শ্রীশ চন্দ্র নন্দীর বাসভবনে, দিল্লিতে প্রবাসী বঙ্গ সংস্কৃতির সম্মেলনে প্রভৃতি স্থানে কবিগান পরিবেশনের জন্য কবির ডাক পড়ে। তাঁর কবি জীবনে তিনি অনেক সম্মান ও পদকে ভূষিত হন। ১৯৩৭ খ্রিস্টাব্দ আচার্য ডঃ সুনীতি কুমার চট্টোপাধ্যায়, ডঃ সুকুমার সেন প্রমুখ ব্যক্তির উপস্থিতিতে কলকাতা বিশ্ববিদ্যালয়ে তাঁকে সংবর্ধনা দেওয়া হয়। ১৯৮৩ খ্রিস্টাব্দের ১৫ই জানুয়ারী ভারতীয় ভাষা পরিষদ হলে ডঃ আশুতোষ ভট্টাচার্য, ডঃ দেবীপদ ভট্টাচার্য, ডঃ অসিত কুমার বন্দোপাধ্যায়, ডঃ কল্যাণ কুমার গঙ্গোপাধ্যায়, সুরেশ চন্দ্র মৈত্র প্রভৃতি বিদগ্ধ জনের উপস্থিতিতে বিজয় সরকারের বই প্রকাশ উপলক্ষে তাঁকে সংবর্ধনা দেওয়া হয়।

বিজয় সরকার অনেক প্রতিষ্ঠিত মানুষকে কবিগান শুনিয়েছেন, তাঁদের মধ্যে বিশেষ ভাবে উল্লেখযোগ্য ব্যক্তিরা হলেন, - পল্লিকবি জসীমউদ্দীন, ফোকলোরবিদ মুহম্মদ মনসুরুদ্দীন, বিদ্রোহী কবি কাজী নজরুল ইসলাম, কবি গোলাম মোস্তাফা, কণ্ঠশিল্পী আব্বাসউদ্দীন, কাশিম বাজার মহারাজার পুত্র শ্রীশচন্দ্র নন্দী, আচার্য প্রফুল্লচন্দ্র রায়, দার্শনিক গোবিন্দচন্দ্র দেব, ওড়াকান্দির শ্রী শ্রী গুরুচাঁদ ঠাকুর, আব্দুল হাই, ডঃ মোঃ শহীদুল্লাহ, কণ্ঠ শিল্পী ও সুরকার হেমন্ত মুখোপাধ্যায়, নির্মলেন্দু চৌধুরী, সবিতাব্রত দত্ত প্রমুখ। সবাই তাঁর প্রতিভার প্রশংসা করেছেন। বিজয়ের গানের উচ্চ প্রশংসা করে পল্লিকবি জসীমউদ্দিন বলেন, -

> ‘‘মাঝে মাঝে দেশীয় গায়কদের মুখে বিজয়ের রচিত বিচ্ছেদ
> গান শুনিয়া পাগল হই। এমন সুন্দর সুর বুঝি কেউ রচনা
> করিতে পারে না’’।

-- শুধু দেশীয় প্রতিভাবানরাই নন, বিদেশী প্রতিভাবানরাও বিজয়ের প্রশংসায় পঞ্চমুখ। আমেরিকান গবেষক কেরল সলোমনের মতে - ‘বিজয় আধুনিক পদকর্তাদের মধ্যে শ্রেষ্ঠ’।

১৩৪২ মধুরকণ্ঠের অধিকারী বিজয় সরকারের খ্যাতি অল্প দিনে বিভিন্ন মহলে প্রচারিত হওয়ায় পুরানো কবি দলের বায়না অপেক্ষাকৃত কম হতে থাকে। ফলে একশ্রেনির স্বার্থবাদী মহল বিজয় সরকারের বিরোধিতা করতে থাকেন। এই বিরুদ্ধবাদীদের প্রধান ব্যক্তি ছিলেন কবিয়াল রাজেন্দ্রনাথ সরকার। কিন্তু তিনি কোন কিছুতেই পিছু হোটলেন না। এমতাবস্থায় তিনি ফরিদপুরের ঘোষালকান্দি গ্রামের সঙ্গীত সমঝদার শ্যামলাল রায়ের বাড়িতে আশ্রয় নেন। শ্যামবাবু বরিশালের বিখ্যাত কবিয়াল নকুল সরকারের সঙ্গে বিজয় সরকারের কবিগানের জোট করে দেন। নকুল সরকারের সঙ্গে বিজয় সরকার প্রায় আড়াই বছর জোটে গান করেন। বিজয় সরকার শ্যামলাল বাবুর উৎসাহে বহু শাস্ত্র-গ্রস্থ পাঠের সুযোগ লাভ করে বহু শাস্ত্রে অগাধ পান্ডিত্য অর্জন করেন। বিজয় এখানে অবস্থান করেছিলেন তিন বছর।

১৩৪২ সনে বিজয় সরকার বরিশাল জেলার বড়োমগড়া গ্রামের শশীভূষণ পান্ডের কন্যা বীণাপাণিকে বিবাহ করেন। বিয়ের ঘটক ছিলেন বিজয় সরকারের শুভার্থী শ্যামলাল রায়। বীণাপাণি লেখাপড়া জানতেন। তিনি কলকাতা ‘বাণীভবন’ ব্রক্ষ্মসমাজ বিদ্যালয়ে পড়াশোনা করেন। বীণাপাণির গর্ভে বিজয়ের দুটি কন্যা সন্তান জন্মগ্রহন করে। যথাক্রমে কানন (বুলবুলি) ও মঞ্জু। কনিষ্ঠ কন্যা অপরিণত বয়সে মারা যায়। বিজয়ের একমাত্র শ্যালক অক্ষয় কুমার পান্ডের টি. বি হলে বীণাপাণি বরিশালে ভাইকে সেবাদি করতে গিয়ে ভাই-এর সঙ্গে নিজেও যক্ষ্মায় আক্রান্ত হন। বীণাপাণি মারা যান - ১৩৫২ বঙ্গাব্দের ২৪ শ্রাবণ বৃহস্পতিবার ডুমদিতেই। স্ত্রী বিয়োগ বিজয় সরকারকে দারুণ মর্মাহত করে। মাতৃহারা কন্যা কাননবালাকে নিয়ে দিশাহারা হলেন। কোন উপায় না দেখে শুভার্থীদের অনুরোধে তিনি দ্বিতীয়বার বিবাহ করতে রাজী হলেন। ১৩৫২ সনের ৪ঠা ফাল্গুনে বিজয় সরকার দ্বিতীয় বিবাহ করলেন গোপালগঞ্জের সাতপাড় গ্রামের রমেশচন্দ্র বিশ্বাসের প্রথমা কন্যা প্রমদা সুন্দরীকে। তখন কবির বয়স ৪৩ বছর। প্রমদা সুন্দরী শিক্ষিতা বিবেচনাসম্পন্ন মহিলা। হিসাবি ও পরিনামদর্শী রমনী প্রমদা বিজয়ের উপার্জনের অর্থে সংসারটাকে দ্রুত সুন্দর করে তুললেন। প্রমদার উৎসাহে বিজয় গান রচনায় ও সঙ্গীত চর্চায় অধিক সময় দিতে পারলেন।

১৩৫৪ সনের ২০শে কার্তিক বিজয় প্রমদার প্রথম পুত্র সন্তান কাজলকুমার অধিকারী জন্মগ্রহণ করেন। প্রথম পুত্রের জন্মের কয়েক বছর পরে তাঁদের আর এক পুত্রের জন্ম হয়, নাম বাদল কুমার অধিকারী। এই ভাবে বিজয় সরকারের সংসারে এক কন্যা, দুই পুত্র, স্ত্রী ও নিজেকে নিয়ে পাঁচজন সদস্য দাঁড়ায়। কন্যা কানন বালাকে কিছুটা লেখাপড়া শিখিয়ে তিনি কালিয়া থানার ধুসা গ্রামের লালবিহারী বিশ্বাসের প্রথম পুত্র সুশীল কুমার বিশ্বাসের সাথে বিয়ে দেন। কানন-সুশীল পরিবার পরিজন নিয়ে পশ্চিম বাংলার হাওড়া জেলার বেলুড়ের বিধানপল্লিতে বসবাস করছেন। বিজয়ের দুই পুত্র কাজল ও বাদলকে লেখাপড়া শেখার জন্য তাঁর মনোযোগের অভাব ছিল না। পুত্রদের লেখাপড়ার সঙ্গে নীতিবোধ ও সত্‌তা শিক্ষা দিতে তিনি কখনো কখনো কঠোরতাও অবলম্বন করেছিলেন। পুত্রদ্বয় যথার্থ শিক্ষায় শিক্ষিত হয়ে পিতার পেশায় না এসে স্ব স্ব চাকুরিতে নিয়োজিত। বর্তমান জ্যেষ্ঠ পুত্র কাজলকুমার অধিকারী চাকুরী থেকে অবসর নিয়ে পিতার জীবন ও কর্মের প্রচার, প্রসার ও মূল্যায়নে যথার্থ ভূমিকা নিয়েছেন।

কবি বিজয় সরকার ১৩৩৬ সন থেকে ৫০ বছর কবিগান গেয়ে শেষ জীবনে অন্ধত্ববরণ করেন। কলকাতার পি. জি. হাসপাতালে ভর্তি করে তাঁর চোখে অস্ত্রোপচার করা হয়, এছাড়া বেশ কয়েকবার বেসরকারী ক্লিনিকেও তাঁর চোখের চিকিৎসা করা হয়, কিন্তু চোখ আর পূর্বের ন্যায় ভালো হয়নি। উত্তর ২৪ পরগনার বনগাঁ থেকে প্রকাশিত ‘শ্রী শ্রী গুরু পাগল বিজয়ামৃত’পুস্তকে লেখক বাসুদেব গোলদার জানিয়েছেন বিজয়ের একান্ত প্রিয়ভাজন মহসিনের চোখ দুটি অসুস্থ হলে বিজয় সরকার তাঁর চোখ দুটি দান করে নিজে অন্ধত্ব বরণ করেন। তবে বাসুদেব গোলদারের বর্ণনায় সত্যতা আছে কিনা তা এখনো পর্যন্ত জানা যায়নি। দৃষ্টিহীনতা ছাড়াও বিজয় সরকার জীবনের শেষ দিকে গ্যাসটিকে ভুগছিলেন। তাঁর অবস্থার অবনতি হলে তাঁর নিজ বাড়ি কেউটিয়া থেকে তাঁর কন্যা কানন বিশ্বাসের বেলুড়স্থ বিধান পল্লির বাসায় স্থানান্তর করা হয়। সেখানে ১৯৯২ সনের ১৮ ই অগ্রহায়ণ (ইংরাজী ১৮৮৫ খ্রিস্টাব্দর ৪ ঠা ডিসেম্বর) বুধবার রাত ১০.৫৫ টায় মানবপ্রেমিক, মহান-আত্মা, পাগল বিজয়ের দেহান্তর ঘটে। মৃত্যুকালে তাঁর বয়স হয়েছিল ৮১ বছর ৯ মাস ১৯ দিন।

কবি বিজয় ব্যক্তিগত জীবন অত্যন্ত নম্র ও ভদ্র স্বভাবের ছিলেন। কবিগানে তাঁর খ্যাতি ছড়িয়ে পড়ার পরেও তিনি নিজের ভদ্রতার বিসর্জন দেননি। সকল সময় অন্যের প্রতি এমনকি নিজের শিষ্যদের প্রতি সদাচার ও বিনয় প্রকাশ করতেন। জানা যায় জীবনের শেষ দিকে মানুষকে ধর্মীয় উপদেশ ও দীক্ষা দিতেন, কিন্তু এই গুরুগিরির

বিনিময়ে শিষ্য-শিষ্যাদের নিকট থেকে কোন অর্থ গ্রহণ করতেন না। পশ্চিমবঙ্গ এবং বাংলাদেশ মিলিয়ে বিজয় সরকারের দুই/তিন হাজার শিষ্য ছিল বলে এক তথ্য থেকে জানা যায়। কবিগান গাওয়ার সুবাদে নানা স্থানে ভ্রমণ করেছেন। বহু মানুষের সান্নিধ্য লাভ করেছেন। নানা ধর্ম ধারায় সাথে নিজের বিশ্বাস ও ভক্তিকে মিলিয়েছেন। এই অসাম্প্রদায়িক চেতনা জীবনের শেষ দিন পর্যন্ত অন্তরের মধ্যে ধারণ করেছেন। তাঁর শিষ্যদের মধ্যে অনেক মুসলমান ভক্ত ছিলেন যারা তাঁর সান্নিধ্যে পেয়ে ধন্য হয়েছেন। এ প্রসঙ্গে বিশেষভাবে গবেষক বিজয় সরকারের জীবনীকার জনাব মহাসিন হোসাইনের নাম উল্লেখ করা যায়; যিনি বিজয় সরকারের আশীর্বাদ ধন্য হয়ে বিজয় সরকারের আদর্শ লালন করেছেন। এই রকম বহু মুসলমানকে তিনি যেমন আপন ভাবে গ্রহণ করেছিলেন তাঁরাও তাকে আপনজন ভাবতেন।

জীবনের প্রান্তবেলায় দাঁড়িয়ে যখন বিজয় সরকার সুর ধরতেন- ‘পোষা পাখি উড়ে যাবে সজনি একদিন ভাবি নাই মনে’। - নিজে কেঁদে পরকে কাঁদাতেন। স্বীয় বৈশিষ্টে ভরা উদাস - করা সুরারোপে গীতিকার বিজয় সরকার শ্রোতৃমনকে ব্যাকুল করে তুলতেন। সতর্ক অথচ সাবলীল তাঁর শব্দ প্রয়োগ। প্রগাঢ় প্রত্যয় নিয়ে আদর্শ শিক্ষকের বাক্ভঙ্গীর আভিজাত্যে তিনি শ্রোতার কল্পনায় কি এক অকল্পনীয় মুক্তি ও চেতনা এনে দিতেন। বৈচিত্রে ভরা বিভিন্ন রাগরাগিনী - নানা সুর অথচ একটা নিজস্বতা - নিজস্ব ঘরানা ভক্তদের নিকট অন্য মাত্রা নিয়ে আসত। যেমন -

১) ‘চিত্ত আমার হারিয়ে গেল ভাঙা মেঘের মাঝখানে’, (বিজয়গীতি-৫৮ সংখ্যক)

২) ‘বায়ুকাঁদা ঝাউ এর বনে ভাদরের ভরা যৌবনে,
নদীর কূলে অজানা প্রিয়া’। (ঐ/৪৭ সংখ্যক)

৩) ‘যারে বেসেছি ভালো হোক্ না সে যতই কালো
সে যে কত ভালো - তোরা জানিস না’। (ঐ/২৬৪ সংখ্যক)

- ভাটিয়ালী ও বাউল সঙ্গীতের আন্তধর্ম নিয়ে একটা নতুন সুরের তারে - বাঁধা বিজয় সরকারের গান।

কবি সভায় প্রয়োজনে বস্তুধর্মী আলোচনায় মুখ্য ভূমিকা নিলেও মানসিকতার দিক থেকে বিজয় সরকার বাস্তবধর্মী শিল্পী নন। চিন্তা চেতনায় ও ভাব ভাবনায় তিনি অনেকটা শেলীর সগোত্রীয়। কি এক না পাওয়ার বেদনায় বিধুর শিল্পীর সমগ্র সত্তা যেন আর্তনাদ করে মরেছে - আর বলেছে -

"I die, I faint, I fall on the thorns
of life, I bleed’

- তিনি ভবানী বিষয়ক মালসী গান, সখী সংবাদ এবং (ডাক) কবিগান প্রভৃতি অজস্র সঙ্গীত রচনা করেছেন কিন্তু লক্ষ্য করলে দেখা যাবে নিম্নলিখিত সৃষ্টি কর্মের দিকেই তাঁর সহজ প্রবণতা -

ক)‘বাদল ভেজা নিঠুর শ্রাবণ মেঘে ঢাকা চাঁদ। (বিজয়গীতি-৮ সংখ্যক)

খ) ‘কেউ বা ভাসে অকূলেতে কেউবা পেল কূল
কেউবা পেল কাঁটার জ্বালা কেউ বা পাল ফুল’।। (ঐ/৩৭ সংখ্যক)

গ) ‘অন্তর দিয়ে যন্ত্রের সুর বাঁধ
প্রাণের ব্যথায় গানের কথায় নয়ন ভরে কাঁদ
তুই ভেঙেদে মায়ানদীর বাঁধ তোর ব্যাকুল আঁখির ধারাতে’। (ঐ/২৬৫ সংখ্যক)

ঘ) ‘অসীম গগনের পাখি, তারে আপন ভেবে
কেন ডাকি, পাগল বিজয় কাঁদে বসে বিজনে’ (ঐ/৭ সংখ্যক)

লোককবি বিজয় সরকারের রচিত গানগুলির পর্যালোচনায় আরো দুটি উদ্দেশ্যমুখী নন্দন তত্ত্বের সন্ধান পাওয়া যায়। এই দুটি বিষয়ে মরমী কবি বিজয় সরকারের স্বকীয়তা স্পষ্ট। মুক্তমনা সাধক কবি মানেন মানুষের কোন জাত নেই।মানুষকে তাই তিনি সবার উপরে স্থান দিয়ে আন্তরিক আত্মীয়তায় প্রচার করেছেন। জাতি,ধর্ম, বিষয়ে তাঁর ধারণা খুব স্বচ্ছ ছিল। কারণ নিজের জীবনের বিচিত্র অভিজ্ঞতা থেকেই তিনি জাতি-বর্ণবিভেদের অন্তঃসারশূন্যতা বুঝেছিলেন। হিন্দু-মুসলিম-বৌদ্ধ-খৃষ্টান-বাউল-ফকির সহজিয়া কারুর মধ্যেই তিনি ভেদাভেদ করেন নি। তিনি মনে করেন, জন্মের পর মানুষ যে মৃত্যুপথে ধাবিত হয় সেই পথ অভিন্ন। বিজয় সরকারের অসাম্প্রদায়িক ব্যাপ্তবোধ ও মানবিকতার স্বচ্ছ ধারণা ও প্রয়োগ আমাদের সগর্ব সম্পদ। আমাদের দেশের উচ্চবর্ণের মানুষেরা যখন ধর্মবোধে পরস্পর বিবাদমান, সংকীর্ণ জাতি বর্ণে ও শ্রেণিতে বিভক্ত তখন এই ভাববাদী সাধক মানুষটি উদারমুক্ত মানবিকতাকে আশ্রয় করে যা লিখেছেন তার তুলনা নেই,-

এক) ‘জাতি বলতে কি বুঝলে পন্ডিত মশাই
দেখি জগতে এক মানব জাতি দুই ভাগে বিভক্ত তাই’।। (বিজয়গীতি-৫১ সংখ্যক)

দুই) ‘জাতি ভেদ মেনে হিন্দু দল, দিনেরদিন গেল রসাতল’। (ঐ/৪৯ সংখ্যক)

তিন) ‘আল্লা-হরি-খোদা কিংবা বলে ভগবান
গড্ বলে কেউ, কেহ বলে পাথিয়ান,’ (ঐ/৫৯ সংখ্যক)
চার) ‘কেহ হিন্দু কেহ মুসলমান, কেহ বৌদ্ধ ইহুদী খ্রীষ্টান,
সৃষ্টির পানে দৃষ্টি দিয়ে স্রষ্টার প্রতি টান
ইহার মুল নাই কিছু ব্যবধান, খুলে দেখ জ্ঞান নয়ন’।। (ঐ/২৪১ সংখ্যক)
পাঁচ) ‘আমি জানতে চাই দয়াল তোমার আসল নামটা কি ?
আমরা বহু নামে, ধরাধামে, কত রকমে ডাকি’। (ঐ/২৫১ সংখ্যক)

বিজয় সরকারের সারা জীবন দুটো ধারায় গান পরিবাশন করেছেন। আর তা হল - ক. কবিগান খ. রামায়ণ গান। মাঝে মধ্যে জারিয়ালদের সঙ্গে কবি জারির পাল্লাও করেছেন। কবি গান গেয়ে তিনি পারিশ্রমিক নিতেন। কিন্তু রামায়ণ গান গেয়ে কোন পারিশ্রমিক নিতেন না। তাঁর রামায়ণ গানের একটা স্বতন্ত্র ঢং এবং স্বতন্ত্র সুর ছিল। রামায়ণ গানের ঢংয়ের সঙ্গে কবিগানের মিশ্রণ ঘটিয়ে বিজয় সরকার এক অভূতপূর্ব সঙ্গীত মাধুর্য শ্রোতাদের সামনে পরিবেশন করতেন যা হিন্দু-মুসলমান উভয় শ্রেণির সংখ্যাতীত শ্রোতার হৃদয় জয় করতেন। তাঁর জনপ্রিয় পালাগুলির মধ্যে ‘রাবণ বধ’ ও ‘পিতা-পুত্র’ পালা দুটি শ্রোতাদের বেশী মনোরঞ্জন করতো।

দুই বাংলার মানুষের হৃদয়ের আসনে স্বমহিমায় অধিষ্ঠিত লোককবি বিজয় সরকার। তাই তাঁর মৃত্যুতে দুই বাংলাই এক কালজয়ী প্রতিভাহারা হয়েছে, মানবতার অমূল্য রত্নহারা হয়েছে। তবে তাঁর প্রতি কর্তব্যের অবসান হয়নি কখনো। বিজয়ের কবিত্বময় রচনাবলী সংগ্রহ ও সংরক্ষণ জীবন ও কর্মের প্রচার দুই বাংলাই করে চলেছে। প্রতিবছর ব্যারাকপুর মহকুমার কেউটিয়া গ্রামে ৭ই ফাল্গুন কবি বিজয় সরকারের জন্ম জয়ন্তী ও মেলা চার-পাঁচ দিন ধরে প্রতিপালিত হয়। চার-পাঁচদিনের এই বিশাল কর্মকান্ডের দায়িত্বভার বহন করেন বিজয় স্মৃতি সংঘ উৎসব উদ্যাপন কমিটি। উল্লেখ্য কবির জীবিত অবস্থা থেকে এই জন্মজয়ন্তী ও মেলা মহাসাড়ম্বরে প্রতিপালিত হয়ে আসছে। এছাড়া বগুলা, বিরাটি, গোপালনগর, আসাননগর, বাগদা প্রভৃতি স্থানে প্রতিবছর সাড়ম্বরে তাঁর জন্মজয়ন্তী পালিত হয়।

জানা যায়, কবি বিজয় সরকারের জন্ম-জয়ন্তী ও মেলা প্রথমে শুরু হয় তাঁর জন্মস্থান ডুমদী গ্রামে (বাংলাদেশ)। এখনো স্থানীয় জনসাধারণ ও সরকারি ব্যবস্থাপনায় সুশৃঙ্খলভাবে তাঁর জন্মজয়ন্তী ও মেলা প্রতিবছর অনুষ্ঠিত হয়। বাংলাদেশ প্রশাসন কবির বাড়ি যাওয়ার যাতায়াতের রাস্তাটি পাকা করে দিয়েছেন এবং উক্ত রাস্তার নামকরণ করা হয়েছে ‘বিজয় সড়ক’। বাংলাদেশের কবি-সাহিত্যিক-গবেষক-বুদ্ধিজীবী এলাকার সাধারণ মানুষের সঙ্গে একাত্ম হয়ে এই অনুষ্ঠানকে সফল করে তোলেন।

বিজয় সরকার মারা যাবার পর তিন দশক পার হয়ে গেছে। আরো কত বছর চলে যাবে, কিন্তু ওরকমটি আর ‘ন ভূতো ন ভাবী’। গানের ভাববস্তু পরিবর্তন হবে দিনে দিনে, কিন্তু যে দীপ্তিতে বিজয়ের গান একদিন আলোকিত হয়েছিল তার লয়-ক্ষয়-ব্যয় নেই-সত্যের মত তা সর্বাবস্থায়ই সত্য থাকবে।

গ্রন্থপঞ্জী :

১) বিরাট বৈরাগ্য :মতুয়া সাহিত্য পরিক্রমা, মতুয়া গবেষণা পরিষদ,হৃদয়পুর, শ্রাবণ ১৪০৬, পৃ. ৫৭১।
২) মহসীন হোসাইন : কবি বিজয় সরকারের জীবন ও সঙ্গীত সমগ্র,জ্যোতিপ্রকাশ,ঢাকা, ২০০৮, পৃ.২১।
৩) অশ্বিনী কুমার সরকার : শ্রীশ্রীহরি সঙ্গীত, ঠাকুরনগর,২০০৮,পৃ.৭২।
৪) কপিলকৃষ্ণ ঠাকুর ও গোপাল বিশ্বাস : সম্পাদিত, বাংলার কবিগান ও লোককবি বিজয় সরকার, চতুর্থ দুনিয়া, কলকাতা, পৃ : ৯৯।
৫) জসীমউদ্দীন, জীবনকথা,পৃ.১২৬।
৬) বিজয়গীতি,৫ম সংস্করণ,২০০৬।
৭) আবুল আহসান চৌধুরী, লালন সাঁই, গাঙচিল, ৭৮ সংখ্যক, পৃ : ২০৪
৮) ডঃ দীনেশ চন্দ্র সিংহ, পূর্ববঙ্গের কবিগান সংগ্রহ ও পর্যালোচনা, পৃ : ৯২

‘রবীন্দ্র চেতনায় বৌদ্ধ ধর্ম-দর্শন ও সংস্কৃতি’

গৌতম কুমার ঘোষ
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রবীন্দ্রনাথ আবাল্য ব্রাহ্ম পরিবারে লালিত পালিত। একেশ্বরবাদে তিনি বিশ্বাসী। তিনি অন্তর দৃষ্টির মাধ্যমে প্রত্যক্ষ করেন, একমেবদ্বিতীয়ম্ ; ‘আন্দদ রূপমমৃতং যদ্বিভাতি’ - অর্থাৎ তিনি এক ও অদ্বিতীয়; এই বিশ্ব সংসারে যা কিছু বিভাসিত হচ্ছে তা সেই আনন্দ স্বরূপেরই প্রকাশ। একেশ্বরবাদে বিশ্বাসী রবীন্দ্রনাথ যখন বৌদ্ধ দর্শণের অনাত্মবাদের সঙ্গে গভীরভাবে পরিচিত হলেন তখন তিনি বিস্ময় ও আনন্দে অভিভূত না হয়ে পারেন নি। ঋষিদের তপোবনে বেদমন্ত্র তাঁর মনকে যেমন আবিষ্ট করেছিল, তেমনি ভগবান বুদ্ধের অভিনব ধর্মদেশনা তাঁর কাছে মহণীয় হয়ে উঠেছিল। বৌদ্ধ দর্শনের মৌলিক বিষয়গুলি যেমন প্রতীত্যসমুৎপাদ, ব্রহ্মবিহার, মধ্যমপন্থা, আর্য অষ্টাঙ্গিক মার্গ এবং পরবর্তীকালে সংযোজিত বৈভাষিক, সৌত্রান্তিক, মাধ্যমিক, যোগাচার ইত্যাদি দার্শনিক মতবাদের সঙ্গে রবীন্দ্রনাথের পরিচয়ের অভাব ছিল না। আবার তাঁর পঠিত বৌদ্ধ গ্রন্থাবলী থেকে এবং সে বিষয়ে আলোচনা থেকেও বৌদ্ধ ধর্ম-দর্শন বিষয়ে রবীন্দ্রনাথের সুগভীর আকর্ষণ উপলব্ধি ও জ্ঞান সুস্পষ্টরূপে প্রতীয়মান হয়।

আসলে বেদ বা বেদানুসৃত দর্শনগুলির সঙ্গে বৌদ্ধ দর্শনের কিছু মৌলিক পার্থক্য আছে। বেদ ও বেদানুসৃত দর্শনগুলিতে জ্ঞান কান্ডের সঙ্গে সঙ্গে কর্মকান্ডকে মান্য করা হয়েছে; সেখানে স্বর্গসুখ, দুঃখ নিবৃত্তি ইত্যাদি অতীন্দ্রিয় উপলব্ধির জন্য যাগযজ্ঞ, হোম, পশুবলি ইত্যাদি ক্রিয়া ও বিধির ব্যবস্থা দেওয়া হয়েছে। ভগবান বুদ্ধ ঐ ক্রিয়াকান্ডকে অস্বীকার করেছেন। তার ফলে বুদ্ধের মতে ব্রাহ্মন-ক্ষত্রিয়-বৈশ্য-শুদ্র-আদি কোন জাতিভেদ নাই। বৈদিক সাহিত্যে যে অংশটুকু প্রাচীনতম বলে প্রাচ্যের ও প্রতীচ্যের মনীষিরা স্বীকার করেছেন, সেখানে ব্রাহ্মণ-ক্ষত্রিয়-বৈশ্য-শুদ্র - এই বর্ণভেদ জন্মগত নয়, কর্মগত ও গুণগত। কিন্তু খ্রীষ্টপূর্ব ষষ্ঠ শতকের পূর্বেই সম্ভবতঃ চর্তুবর্ণ প্রথা জন্মগত অধিকারে প্রণত হয়েছিল। বুদ্ধদেব এই জাতিভেদ অস্বীকার করেন যার সঙ্গে রবীন্দ্রনাথের চিন্তাভাবনার মিল খুঁজে পাওয়া যায়।

রবীন্দ্রনাথের কাছে বৌদ্ধ দর্শনের যে দিকটি বিশেষভাবে আকর্ষণীয় হয়ে উঠেছিল তাকে এক কথায় বোধিচর্যা বলা যেতে পারে। বোধিচর্যা শব্দটি বিশেষ তাৎপর্যপূর্ণ। প্রজ্ঞা ও উপায় যখন একক্ষেত্রে সম্মিলিতভাবে বিরাজ করে তখনই তা হয় বোধিচর্যা। ‘বোধি বা বুদ্ধত্বের জন্য যে প্রাণীসত্তা’, অর্থাৎ যিনি ভবিষ্যতে বুদ্ধত্বলাভ করবেন, তিনি বোধিসত্ত্ব। আর এই বোধিপ্রাপ্তির জন্য যে চর্যা বা আচার পালন করতে হয় তাই বোধিচর্যা। পরিদৃশ্যমান জগৎসংসারে অনিত্য অনাত্ম ও দুঃখের যথার্থ জ্ঞানলাভ করাই আর্যসত্যের জ্ঞান। স্বভাবতঃ বোধিচিত্ত ক্লেশাবরণ ও জ্ঞানাবরণের দ্বারা আবৃত থাকায় সত্যকে সত্য বলে জীব এমন কি মানুষ তা জানতে পারে না। যখনই সেই আবরণ সরে যায় তখনই অনিত্য, অনাত্ম ও দুঃখের যথার্থ জ্ঞান জন্মে। বৌদ্ধ দর্শনে সেই জাগরুক অবস্থাকে বোধিচিত্তোৎপাদ বলা হয়েছে। রবীন্দ্রনাথ বৌদ্ধ দর্শনের এই প্রজ্ঞা ও উপায়ের দিকটি অনুসরণ করেছিলেন। তাঁর লেখাতে বৌদ্ধ দর্শনের জটিল তর্কবিচার চোখে পড়ে না, কিন্তু সেখানে বৌদ্ধ দর্শনের বোধিচিত্তের ভাবনা সুপষ্ট।

রবীন্দ্রনাথের মনে হয়েছিল যে, গৌতমবুদ্ধ একজন শ্রেষ্ঠতম মানুষ, যিনি মানুষকে মানুষের পূর্ণ মহিমায় প্রতিষ্ঠিত করেছিলেন তাঁর বোধিজ্ঞান ও বোধিচর্যার দ্বারা; প্রজ্ঞা ও উপায় সেখানে যুগলবদ্ধভাবে বিরাজমান।

বুদ্ধদেব তাঁর আর্য অষ্টাঙ্গিক মার্গকে শীলমূল, সমাধিমূল ও প্রজ্ঞামূল - এই তিন ভাগে বিভক্ত করেছিলেন -

১। শীল - (ক) সম্যক্ বাক্য (খ) সম্যক্ কর্মান্ত (গ) সম্যক আজীব।
২। সমাধি - (ক) সম্যক্ ব্যায়াম্ (খ) সম্যক্ স্মৃতি (গ) সম্যক সমাধি।
৩। প্রজ্ঞা - (ক) সম্যক্ সংকল্প (খ) সম্যক্ দৃষ্টি।

বৌদ্ধ শাস্ত্রের সর্বত্রই কি ভিক্ষু, কি ভিক্ষুণী, কি উপাসক, কি উপাসিতা সকলের জন্যই শীলব্রত অবশ্যপালনীয়। শীলব্রতগুলি কায়িক, বাচনিক ও মানসিক। সংস্কৃতি বৌদ্ধ পরম্পরাতে বোধিচর্যা শব্দটি আরো ব্যাপক অর্থে প্রযুক্ত। বোধিসত্ত্ব তার জীবন চর্যায় যা কিছু করেন, যা কিছু ভাবেন, যা কিছু করেন সবই তাঁর বোধিচর্যা। যাইহোক, বৌদ্ধ সাধনায় একদিকে যেমন বোধিচিত্ত তথা মৈত্রী-করুণাদির বিকাশ, অন্যদিকে তেমনি শীলচার্য তথা ক্রিয়া যোগাদির প্রয়োগ। কাজেই ত্যাগ, সংযম ও নিষ্ঠা বৌদ্ধমাত্রেরই জীবনচর্যার অঙ্গ।

রবীন্দ্রনাথ শীল চর্যার বৌদ্ধ তাৎপর্য অনুধাবন করেছিলেন। বৌদ্ধ দর্শনের একটি মর্মবাক্য ব্যাখ্যা করতে গিয়ে তার পরিচয় পাই। ‘‘তিনি (বুদ্ধদেব) প্রথমে কতকগুলি নিষেধ স্বীকার করিয়ে মানুষকে শীল গ্রহণ করতে আদেশ করেন। তাকে বললেন, ‘তুমি লোভ করো না, বিলাসে আসক্ত হোয়ো না।’ যে সমস্ত আবরণ তাকে বেষ্টন করে ধরেছে সেইগুলি প্রতিদিনের নিয়ত অভ্যাসে মোচন করে ফেলবার জন্য তাকে উপদেশ দিলেন।’’[১]

রবীন্দ্রনাথের ভাষণে বৌদ্ধচর্যাপদের স্পষ্ট পরিচয় ফুটে উঠেছে - ''আমাদের চোখ, মুখ, হাত, পা কে এমন করতে হবে যে, পবিত্র সংযম তাদের পক্ষে একেবারে সংস্কারের মতো হয়ে আসবে। ... প্রতিদিন প্রত্যেক ব্যাপারে আমাদের বাসনাকে সংযত করে আমাদের ইচ্ছাকে মঙ্গলের মধ্যে বিস্তীর্ণ করতে হবে।''[২] অনুরূপ আচরণ যখন স্বভাবসিদ্ধ হয়ে উঠবে তখন, ''সকলের প্রতি আমার প্রেম বিস্তৃত হচ্ছে কিনা, আমার শত্রুতা ক্ষয় হচ্ছে কিনা, আমার মঙ্গলভাব বাড়ছে কিনা, তার পরিমান স্থির করা শক্ত নয়''।[৩]

বৌদ্ধশাস্ত্র অনুসারে এই বোধিচর্যাগুলি কয়েকটি ভূমির মধ্য দিয়ে বুদ্ধত্বের পথে এগিয়ে চলে। এগুলির নাম - প্রমুদিতা, বিমলা, প্রভাকরী, অর্চিষ্মতী, ধর্মমেঘ ইত্যাদি। এই সকল ভূমির মধ্য দিয়ে যখন বৌদ্ধ সাধক নির্বানের পথে অগ্রসর হন, তখন তিনি ক্ষমা, মৈত্রী, প্রজ্ঞা - আদি পারমিতা সাধনে সিদ্ধ হন। ভগবান বুদ্ধ বারবার বলেছেন - 'আত্তদীপ ভব'। মানুষ শুধু নয়, জীব কোটি এই সকল পারমিতা পালনে কুশলী হওয়ার অধিকার রাখে।

পারমিতা বোধিচর্যার একটি বিশেষ অঙ্গ। জীব প্রতি জন্মে কিছু না কিছু সৎকর্ম এবং অসৎকর্ম করে। বোধিচর্যার জীব সদা জাগরুক চিত্তে কুশল ধর্মের দিকে অগ্রসর হয়। এমন কি জন্ম থেকে জন্মান্তরের মধ্য দিয়ে জীব বোধি বা নির্বানের পথে অগ্রসর হতে থাকে। পারমিতা বোধিমুখী অভিযাত্রার একটি সোপান। ক্ষান্তি, শীল, দান, বীর্য, প্রজ্ঞা, মৈত্রী চর্যার জীব তথা মানুষ যখন পরাকাষ্ঠা লাভ করে তখন পারমিতা লাভ ঘটে। পারমিতা - অর্থাৎ পারম + √ই + ক্ত + আ। যিনি দানশীল প্রভৃতি চর্যায় চূড়ান্ত সাধন পথ পার হয়েছেন, তিনি পারমিতা সম্পন্ন।

রবীন্দ্রনাথ তাঁর সাহিত্যে নানা প্রসঙ্গে এই সকল চরিত্র সম্পদে সম্পন্ন মণীষিদের কথা স্বীকার করেছেন। শুধু বুদ্ধদেব প্রসঙ্গে নয়, তাঁর রচনার বিভিন্ন স্থানে তিনি মানুষের ভক্তি ও শরণ গমনের কথা প্রসঙ্গত উল্লেখ করেছেন। এখানে বিশেষভাবে লক্ষণীয় যে, রবীন্দ্রনাথ মরমিয়া সাধকের মতোই, বৌদ্ধ পুঁথি পাঠের চেয়ে নিজের জীবনচর্যার বুদ্ধের দেশনা প্রয়োগ করতে প্রয়াসী হয়েছিলেন।

ভারতবর্ষের ধর্ম সাধনায় ত্যাগ, কায়-বাক-চিত্তের সংযমের উপদেশ বৈদিক যুগ থেকে আজ অবধি বার বার দেওয়া হয়েছে। কিন্তু রবীন্দ্রনাথের কাছে ত্যাগ সংযমের যে দিকটি বেশী আকর্ষণীয় হয়ে উঠেছিল, তা হল - কারো ব্যক্তিক কল্যাণ নয়, কারো নিজ স্বর্গসুখ কামনা নয়, তা বুদ্ধদেবের সেই অমোঘ বাণী - যেখানে বলা হয়েছে, 'সকলের কল্যাণ না হওয়া পর্যন্ত আমার কল্যাণ চাই না', তাকেই বলা হয়েছে - বোধি সত্ত্বের বোধিচর্যা তাই রবীন্দ্রনাথ মহাত্যাগী তথাগতকে আহ্বান জানিয়েছেন - 'এস দানবীর দাও ত্যাগ কঠিন দীক্ষা।' বৌদ্ধ চিন্তা ও চেতনার ফলশ্রুতি ত্যাগ ও সংযম, যা ভারত এবং ভারতকে অতিক্রম করে সারা বিশ্বকে শান্তির পথ প্রদর্শণ করতে সক্ষম হয়েছে। রবীন্দ্রনাথের জীবন সাহিত্য ও দর্শনে এই ত্যাগ ও সংযমের মূল্য অসাধারন। বুদ্ধদেব রাজসুখ-ভোগ-ঐশ্বর্য ত্যাগ করে মানবের দুঃখমোচণে ব্রতী হয়েছিলেন। সংযমের দুস্কর তপস্যার পথে অগ্রসর হয়ে নির্বান লাভ করেছিলেন। কাজেই বুদ্ধদেবের দার্শনিক ভিত্তিভূমি রচনায় ত্যাগ ও সংযম ছিল ক্রীয়াশীল। রবীন্দ্রনাথ ও ত্যাগ ও সংযম ভিত্তিরূপে গ্রহণ করে জীবনের সাধনায় অগ্রসর হয়েছিলেন। তাঁর মতে ত্যাগের মধ্যেই ভোগের সার্থকতা, ত্যাগ করতে যে জানে, ভোগ করতে সেই পারে। আত্ম সংযম ব্যতীত আত্মস্বরূপের মহত্তর উদ্বোধন সম্ভব নয়।

কায়িক সংযম উত্তম, বাচনিক সংযম উত্তম, মানসিক সংযম উত্তম, সর্বত্র সংযত স্বভাব উত্তম। সর্বত্র ভিক্ষু সকল দুঃখ হতে বিমুক্ত হন। মৈত্রী করুণা যেমন একদিকে বিশ্বপ্রাণের সঙ্গে একক চৈতন্যে বিধৃত করে দেয়, অন্যদিকে তেমনি ত্যাগের মন্ত্রে দীক্ষা দান করে। বুদ্ধদেবের জীবন কাহিনী থেকে শুরু করে সমগ্র বৌদ্ধধর্ম দর্শনের দীপ্তিতে সমুজ্জ্বল। ত্যাগ ধর্মের পূজারী রবীন্দ্রনাথকে তো বিশেষভাবে আকৃষ্ট করেছে।

''হে ভারত, নৃপতিরে শিখায়েছ তুমি
ত্যজিতে মুকুটদন্ড সিংহাসন ভূমি,
ধরিতে দরিদ্রবেশ''।[৪]

রবীন্দ্রনাথের মতে বুদ্ধদেব দুঃখ নিবৃত্তির পথে দুঃখ স্বীকারকে একটি বিশিষ্ট জ্ঞান দিয়েছিলেন, কারণ দুঃখস্বীকার এবং ত্যাগের সাধনা ছাড়া মানুষ আপন মহৎ সত্তাকে উপলব্ধি করতে পারে না। যে আবরণ মানুষের আত্মাকে আবৃত করে আছে, তা উন্মোচন করতে পারলে, বাইরের আবরণ ত্যাগ করতে পারলেই মানবাত্মার বিশুদ্ধ স্বরূপের প্রকাশ ঘটবে। এই শ্রেষ্ঠ স্বরূপ - সত্তার প্রকাশের জন্যই বাইরের সব কিছু ত্যাগ করতে হয়। রবীন্দ্রসঙ্গীতে তাই স্পষ্টই ব্যক্ত হয়েছে - 'অল্প লইয়া থাকি তাই মোর যাহা যায় তাহা যায়'।

বৌদ্ধদর্শনে অষ্টাঙ্গিক মার্গেই শুধু নয়, দীর্ঘনিকায়ের মহাসতি পট্‌ঠাণ সুত্তান্তে এবং মজঝিম নিকায়ের সচ্চবিভঙ্গ সুত্তে এই ত্যাগের মহিমা বিবৃত হয়েছে। অষ্টাঙ্গিক মার্গের প্রথম সম্যক্ দৃষ্টিতে বারোটি প্রত্যয় নিরুপন করে বাসনাত্যাগের কথা আছে। দ্বিতীয় মার্গ সংকল্প, সেখানে আছে বিদ্বেষ ও হিংসাত্যাগের সংকল্প। সম্যক্‌বাক্যের মধ্যে আছে অসত্যবাক্য, বিগুন বাক্য, পুরুষবাক্য, অসার প্রলাপবাক্য থেকে বিরত থাকার কথা। সম্যক্ কর্মান্তে বলা হয়েছে, অদত্তবস্তু গ্রহণ না করা, কামভোগ হতে বিরত থাকা, প্রাণ বিনাশ না করা। জীবিকা অর্জনে অসদুপায়

বর্জনের কথা বলা হয়েছে সম্যক্ আজীবে। সম্যক্ ব্যায়ামে পাপ এবং অকুশলভাব ত্যাগ করতে বলা হয়েছে। এই সমস্ত ত্যাগের ওপর ভিত্তি করে বিচিত্র কাহিনী জাতক অবদানের গল্পগুলিতে প্রকাশিত।

রবীন্দ্র সাহিত্যে, তাঁর দর্শন চিন্তায় ত্যাগের মহিমা আশ্চর্য গুরুত্বপূর্ণ ভূমিকা গ্রহণ করেছে। ত্যাগ এবং সংযমের সাধনায় তিনি বৌদ্ধদার্শনিক চেতনার সঙ্গে সমস্ত উপলব্ধি করেছিলেন বলেই বৌদ্ধজাতক অবদান ইত্যাদি থেকে ত্যাগ-সন্দীপ্ত কাহিনী আবলম্বন করে বহু কাব্য, কবিতা, নাটক ইত্যাদি রচনা করেছেন। শুধু তাই নয়, তাঁর সুদীর্ঘ জীবনের বিভিন্ন সময়ের লেখা প্রবন্ধে ও বক্তৃতায় তিনি ত্যাগ ও সংযমের কথা আলোচনা করেছেন। ত্যাগের মন্ত্রে দীক্ষা লাভ করার ফলেই সম্রাট অশোকের সাম্রাজ্য উন্নতির চরম শিখরে উঠতে সক্ষম হয়েছিল - রবীন্দ্রনাথ তাই বলেছেন।

আবার একটু গভীরভাবে অনুধাবন করলেই বোঝা যায় যে, রবীন্দ্রনাথ স্বীয় জীবন সাধনাতে ত্যাগ ও সংযমের আদর্শকে কত নিগূঢ়ভাবে গ্রহণ করেছিলেন। ‘কথা’ কাব্যগ্রন্থে যে ঐতিহাসিক কাহিণীগুলিতে আলোচিত হয়েছে, দেখা গেছে সেগুলি ত্যাগের আদর্শে আশ্চর্য মানবিক মহিমায় দেদীপ্যমান। সেখানে ত্যাগের আবেগে দরিদ্র নারী আপনার শেষ পরিধেয় বসনখানি পর্যন্ত অবক্ষ্যের আড়াল থেকে প্রভু বুদ্ধের উদ্দেশ্যে দান করেছে; রাজা সর্বহারা হয়েও, ভিক্ষাপ্রার্থী শ্রেষ্ঠীকে দানের জন্য আপনার মস্তক বিক্রয় করিতে প্রস্তুত হয়েছেন ; বৌদ্ধ ভিক্ষু নগরের শ্রেষ্ঠ লাবণ্যময়ী নটীর রূপযৌবন সম্ভোগের আমন্ত্রন প্রত্যাখ্যান করতে দ্বিধা করেননি ; প্রজার গৃহদাহের সামান্য ক্ষতির বিনিময়ে রাজা রাণীকে ভিখারিণী সাজিয়েছেন ; সহস্র স্বর্ণমুদ্রার প্রলোভন ত্যাগ করে দরিদ্র মানুষ অকালের পদ্মফুল প্রভু বুদ্ধের চরণে দিয়েছেন অঞ্জলি ; পূজারিণী প্রভুর উপরে ভক্তি ও পূজার আবেগে আপন জীবন পর্যন্ত ত্যাগ করতে কুণ্ঠাবোধ করেন নি। - এই সমস্ত ত্যাগ-সন্দীপ্ত জীবন-কাহিনীকেই রবীন্দ্রনাথ আশ্চর্য কাব্য মহিমা দান করেছেন।

রবীন্দ্রনাথের মতে রাজার যথার্থ আদর্শ হবে ত্যাগীর আদর্শ, তাঁর সৃষ্ট ‘বিসর্জন’ নাটকের গোবিন্দ মাণিক্য ও শারদোৎসবের বিজয়াদিত্য এর উজ্জ্বল দৃষ্টান্ত স্থল। ‘রাজর্ষি’ উপন্যাসে গোবিন্দ মাণিক্যের উক্তির মধ্যে রবীন্দ্রনাথ আপন অন্তরের সত্যকেই ব্যক্ত করেছেন -

‘‘রাজ্য পাইতে চাও তো সহস্র লোকের দুঃখকে আপনার দুঃখ বলিয়া গ্রহণ করো, সহস্র লোকের বিপদকে আপনার বিপদ বলিয়া বরণ করো, সহস্র লোকের দারিদ্রকে আপনার দারিদ্র বলিয়া স্কন্দে বহন করো - এ যে করে সেই রাজা, সে পর্ণকুটিরেই থাক্ আর প্রাসাদেই থাক। যে ব্যক্তি সকল লোককে আপনার বলিয়া মনে করিতে পারে, সকল লোক তো তাহারই। পৃথিবীর দুঃখ হরণ যে করে সেই পৃথিবীর রাজা। পৃথিবীর রক্ত ও অর্থ শোষণ যে করে সে তো দস্যু।’’[৫]

ত্যাগের স্বাভাবিক পরিণতিতেই আসে সংযম। শরীরে, মনে, কথায় ও কর্মে সংযমের যে কি অপরূপ মহিমা তা বুদ্ধদেব ও বৌদ্ধভিক্ষুদের জীবন ধারা দেখলেই স্পষ্ট প্রতীয়মান হয়। এই সংযমের থেকে সৌন্দর্যবোধের উদ্ভব ও বিস্তার। রবীন্দ্রনাথের মতে প্রেম ও সৌন্দর্যের যথার্থে উপলব্ধির জন্য ও সংযম আবশ্যক।

রবীন্দ্রনাথ ভারতীয় চিন্তাধারার ঐতিহ্য অনুধাবন করে সংযমের অসামান্য গুরুত্ব উপলব্ধি করেছেন। কি রাজনীতিতে, কি সমাজনীতিতে, কি ধর্মে, কি মর্মে, কি সৌন্দর্যে, কি প্রেমে এই সংযমের মূল্য তিনি ঐতিহ্য থেকে লাভ করেছেন। কাব্যে তার প্রকাশ আছে -

‘‘ভোগেরে বেঁধেছ তুমি সংযমের সাথে,
নির্মল বৈরাগ্যে দৈন্য করেছ উজ্জ্বল,
সম্পদেরে পূণ্যকর্মে করেছ মঙ্গল।’’[৬]

বৌদ্ধজীবনাদর্শ অবলম্বনে যে সব জাতি চরিত্র-মহিমায় উন্নত হয়েছে, জাপান তাদের মধ্যে অন্যতম। জাপানীদের চরিত্রের মধ্যে, তাঁদের কথায় ও কাজে আচারে ও আচরণে এই সংযম সঞ্জাত সৌন্দর্যের মহিমার কথা রবীন্দ্রনাথ বহু ক্ষেত্রেই ব্যক্ত করেছেন। তাঁর জাপান ভ্রমন কালে এক জাপানী বৌদ্ধের বৌদ্ধভাবের ব্যাখ্যা তাকে চমৎকৃত করেছিল। সেই জাপানী বৌদ্ধের বক্তব্য - ‘মৈত্রী-করুণা, ত্যাগ, সংযম, শুধুমাত্র হৃদয়ের ভাব নয়, তা হল বিশ্বসত্য, যেমন সত্য ঐ আকাশের আলোক, এতো কেবল কল্পনা নয়, ভাব নয়’। জাপানী চরিত্রের এই সংযম-সঞ্জাত সৌন্দর্যবোধ সম্পর্কে তিনি ‘জাপান যাত্রী’ তে বিস্তৃত আলোচনা করেছেন।

বৌদ্ধ শাস্ত্রানুসারে সংযম বোধের দ্বারা অনুপ্রাণিত হয়েই জাপানীদের জাতীয় বিকাশ সার্থক হয়ে উঠেছে। তাঁরা একদিন বৌদ্ধধর্মের কাছে যে সংযমের দীক্ষা গ্রহণ করেছে ভারতবাসীর আজ তাঁদের কাছ থেকে সেই শিক্ষা লাভ করার সময় এসেছে। গৌতম বুদ্ধের শিক্ষা-পদে আত্মশক্তির মহিমা বিশেষভাবে ঘোষিত হয়েছে। কর্মে এবং

প্রসারে যে সুবিবেকের নিয়ন্ত্রাণাধীন হয়, সেই আত্ম শক্তিতে দৃঢ় হতে পারে। প্রতিনিয়ত জীবন যুদ্ধে এই জন্য আত্মজয়কেই শ্রেষ্ঠ জয় বলা হয়েছে।

''যো সহস্‌সং সহসসেণ সংগ্রামে মানুষে জিণে।

একঞ্চ জেষ্যমত্তানং স বে সংগামজ্ উত্তমো''।।[৭]

অর্থাৎ যে ব্যক্তি সংগ্রামে সহস্র সহস্র মানুষকে জয় করে তার তুলনায় যিনি কেবলমাত্র নিজেকে জয় করেন তিনি শ্রেষ্ঠ সংগ্রামজয়ী। রবীন্দ্রনাথও একইভাবে আত্মজয়ের মহিমা অভিব্যক্ত করেছেন তাঁর গীতবিতানের 'স্বদেশ' কাব্য গ্রন্থে।

যিনি আত্মজয় করতে পারেন, তিনি পৃথিবীর শ্রেষ্ঠ শক্তিকেও জয় করতে সক্ষম। বুদ্ধদেব তাকেই ব্রহ্মণ বলেছেন, যিনি বৃষের ন্যায় ভয়শূণ্য, মহৎবীর, মহর্ষি এবং মারজিৎ; যিনি নিষ্কম্পচিত্তে, ক্লেশমলবিধেতি, বুদ্ধ বা জ্ঞানী। বুদ্ধদেব মানুষের মধ্যেই শ্রেষ্ঠ মানবতার মহিমা উপলব্ধি করতেন। মানুষের আত্মশক্তির উপরে এই বিশ্বাসকে রবীন্দ্রনাথ বিশেষ শ্রদ্ধার দৃষ্টিতে দেখেছিলেন। তাই তিনি বলেছেন, ''ভারতবর্ষে বুদ্ধদেব মানবকে বড়ো করিয়াছিলেন। ... দেবতাকে মানুষের লক্ষ্য হইতে অপসৃত করিয়াছিলেন। তিনি মানুষের আত্মশক্তি প্রচার করিয়াছিলেন। দয়া এবং কল্যাণ তিনি স্বর্গ হইতে প্রর্থনা করেন নাই, মানুষের অন্তর হইতে তিনি তাহা আহ্বান করিয়াছিলেন।''[৮]

মানুষকে, মানুষের আত্মশক্তিকেই বৌদ্ধদর্শনে সর্বাধিক গুরুত্ব দান করা হয়েছে। অন্যান্য ধর্ম মতের সঙ্গে বৌদ্ধ চিন্তাধারার এখানেই পার্থক্য। বিশ্বের ধর্ম-চিন্তার ইতিহাসে বুদ্ধদেবের এই মানবিক চিন্তার অবদান নিঃসন্দেহে অভিনব। অন্যান্য ধর্ম দর্শন যেখানে ঈশ্বরের মহিমা ও কতৃত্বকে সর্ব্বোচ্চ স্থান দিয়েছে, বুদ্ধদেব সেখানে মানুষের আত্মশক্তিকে, মানবিক বিকাশ-ক্ষমতাকে সর্ব্বোচ্চ মর্যাদা দান করেছেন। তাঁর মতে মানুষ আত্মশক্তির জোরেই, আত্মসাধনাতেই পর্ণত্বলাভ করতে সক্ষম হবে। তার মুক্তিলাভের জন্য ঈশ্বরের সহায়তার প্রয়োজন হবে না।

''অত্তাহি অত্তণা নাথো

অত্তাহি অত্তনো গতি।''[৯]

অর্থাৎ নিজেই নিজের প্রভূ, নিজেই নিজের আশ্রয়; আত্ম শক্তির সেই মহিমাকে রবীন্দ্রনাথও সমধিক মর্যাদা দান করেছেন। গীতাঞ্জলীতে তার পরিচয় মেলে -

''আমারে তুমি করিবে ত্রান এ নহে মোর প্রার্থনা-

তরিতে পারি শকতি যেন রয়।''[১০]

আত্মনির্ভরতার এই মানবিক স্বীকৃতি তিনি মনে প্রাণে উপলব্ধি করেছিলেন। তাই তিনি স্বতঃস্ফূর্ত আবেগে বলেছেন, ''মানুষের অসীমতা যিনি নিজের মধ্যে অনুভব করেছিলেন, তাঁকে অপেক্ষা করতে হয় নি মাথা গোজবার। তিনি অসংকোচে মানুষের মহামানবকে আহ্বান করেছিলেন বলেছিলেন অপরিমাণ ভালবাসায় প্রকাশ করো আপনার অন্তরে ব্রহ্মকে। এই বাণী অসংকোচে সকলকে শুনিয়ে তিনি মানুষকে শ্রদ্ধা করেছিলেন।''[১১]

আত্মশক্তির মহিমাকে গুরুত্ব দিয়েছিলেন বলেই বুদ্ধদেব মানুষে মানুষে বিভেদকে প্রশয় দেননি। যেকোন মানুষ আপন শক্তির জোরেই আত্মবিকাশ ঘটাতে পারে। বুদ্ধদেব কাওকে মুক্তি দেবেন - একথা বলেননি। তিনি পথ প্রদর্শক। আত্মশক্তির জোরে নিজেকে অর্জন করতে হবে। এই পথ প্রদর্শন করতে গিয়ে তিনি বলেছেন -

''অত্তদীপো বিহরথ অত্তসরনো অণঞ্ ঞসরণো,

ধম্মদীপো ধম্মসরণো অণঞ্ ঞসরণো,।'' ১২

বৌদ্ধ দৃষ্টিতে ইতর প্রাণীও ঘৃণার পাত্র নয়। এই চিন্তাধারা রবীন্দ্রনাথকে বিশেষভাবে অণুপ্রাণীত করেছিল। রবীন্দ্রনাথের দার্শনিক চিন্তার ভিত্তিমূলে অনুরূপ এবং চিন্তার স্বতোৎসারিত প্রকাশ লক্ষ্য করা যায় ঃ জীবকুল আত্মবিকাশের পথে পদক্রমণ করে চলেছে পূর্ণতার দিকে; আত্মশক্তিই সেই পথ যাত্রার পাথেয়।

বৌদ্ধ মৈত্রী ও করুণা রবীন্দ্রনাথের জীবনেও সাহিত্যে গভীর ব্যঞ্জনাময় অভিব্যক্তি লাভ করেছিল। তাই রবীন্দ্র সাহিত্যের বহুক্ষেত্রেই এ সম্পর্কে তাঁর অভিনব উপলব্ধির প্রকাশ লক্ষ্য করা যায়। তিনি বলেছেন, বুদ্ধদেবের লক্ষ্য ছিল অনির্বচনীয় আনন্দলোক প্রাপ্তি। কিন্তু অহংবোধ থাকলে সেই বিশুদ্ধ আনন্দলাভ হয় না। তাই তিনি বাসনা বিলোপের কথা বলেছেন। তবে বাসনা নির্বাপণই তাঁর চরম কথা নয়, তাঁর লক্ষ্য ছিল মৈত্রী-অভিমুখী, প্রেম-অভিমুখী, কল্যাণ-অভিমুখী - যে প্রেম আদান বিহীন প্রদানে, সর্ব প্রাণীর কল্যাণ চিন্তায়, পরমানন্দে পূর্ণতা লাভ করে। একেই তিনি বলেছেন ব্রহ্মবিহার। ব্রহ্মবিহারের সংজ্ঞা নির্দেশ করতে 'কালান্তর' গ্রন্থে তাঁর উক্তি - ''সকল জীবের প্রতি প্রেম যখন অপরিমেয় হবে, প্রতিদিন সকল অবস্থায় যখন কামনা করব সকলের ভালো হোক, তাকেই বুদ্ধ বলেছেন ব্রহ্মবিহার অর্থাৎ বৃহৎ সত্য যিনি তাঁকে পাওয়া।''[১৩]

রবীন্দ্রনাথ 'সাধন', 'ব্রহ্মবিহার' ইত্যাদি প্রবন্ধে বৌদ্ধবিহারের স্বরূপ উদঘাটনের চেষ্টা করেছেন - ''যখন দাঁড়িয়ে আছ বা চলছ, বসে আছ বা শুয়ে আছ, যে পর্যন্ত না নিদ্রা আসে সে পর্যন্ত, এই প্রকার স্মৃতিতে অধিষ্ঠিত হয়ে থাকাকে ব্রহ্মবিহার বলে।''১৪ রবীন্দ্রনাথ বললেন, এই স্মৃতিতে অপরিমিত মৈত্রী-করুণা প্রেম যখন সদা জাগ্রত থাকে, তখন সেই অবস্থাকে বলা হয় ব্রহ্মবিহার।

বৌদ্ধ সাহিত্যে ব্রহ্মবিহার বৌদ্ধ সাধনার একটি বিশেষ অঙ্গ। বৌদ্ধ সাধনায় মৈত্রী, করুণা, মুদিতা ও উপেক্ষা - এই চারটিকে ব্রহ্মবিহার বলা হয়েছে। এইগুলি আচরণ করা সাধারণ জীবের পক্ষে অত্যন্ত কঠিন। তবে বৌদ্ধ সাধনায় শীল পালন একটি মহান চর্যা। এই শীলপালনের দ্বারাই ভিক্ষুদের চরিত্র অর্হত্বের দিকে অগ্রসর হয়। বলা বাহুল্য, বৌদ্ধ সাধনার মূল কথা জীবমাত্রের নিত্য-নিয়ত বুদ্ধত্বলাভএর প্রয়াস, তার সম্ভবনাও বুদ্ধত্বপ্রাপ্তি। সেদিক থেকে বিচার করলে ব্রহ্মবিহার বুদ্ধত্ব প্রাপ্তির উচ্চসোপান।

ব্রহ্মবিহার ব্যাখ্যা করতে গিয়ে রবীন্দ্রনাথ বুদ্ধ প্রদর্শিত পথকেই অনেকাংশে গ্রহণ করেছেন। সুত্তনিপাত থেকে বহুসংখ্যক উদ্ধৃতি দিয়ে শীল সাধনা, মেত্তিভাবনার মধ্য দিয়ে কি ভাবে ব্রহ্মবিহারে উত্তীর্ণ হোয়া যায় সে সম্বন্ধে তিনি বিস্তৃত আলোচনা করেছেন। স্বার্থপর বাসনাকে ক্ষয় করলে তবেই স্বার্থত্যাগী প্রেম উন্মুক্ত হবে। বুদ্ধদেব বলেছিলেন মানুষের আত্মার আবরণ এইভাবে উন্মোচন করতে পারলে তবেই মুক্তি। রবীন্দ্রনাথ তাই আত্মার শুদ্ধ স্বরূপের পরিচয় দিতে গিয়ে বলেছেন, ''সে হচ্ছে মৈত্রী, করুণা, নিখিলের প্রতি প্রেম। বুদ্ধ কেবল বাসনা ত্যাগ করতে বলেন নি, তিনি প্রেমকে বিস্তার করতে বলেছেন। কারণ এই প্রেমকে বিস্তারের দ্বারাই আত্মা আপন স্বরূপকে পায়। সূর্য যেমন আলোককে বিকীর্ণ করার দ্বারাই আপনার স্বভাবকে পায়।''১৫

বুদ্ধদেবের 'মেত্তিভাবনার' আলোচনা প্রসঙ্গে রবীন্দ্রনাথ শেষে সুত্তনিপাতের মেত্তসুত্ত থেকে উদ্ধৃতি দিয়ে এই মৈত্রী সাধনা বোঝাতে চেয়েছেন। প্রতিদিন এই কথা ভাবতে হবে - সকল প্রাণী সুখীত হোক, শত্রুহীন হোক, অহিংসিত হোক, সুখী আত্মা হয়ে কাল হরণ করুক। সকল প্রাণী আপন যথালব্ধ সম্পত্তি হতে বঞ্চিত না হোক। মানসলোকে এই কামনা সদা জাগ্রত থাকবে, 'সব্বে সত্তা ভবন্তু সুখীতত্তা' অর্থাৎ সকল প্রাণী সুখী হোক। এই ব্যাপারে সুত্তণিপাতের মেত্তসুত্তের যে শ্লোকটি তিনি বহুবার বহুক্ষেত্রে বিচিত্রক্ষেত্রে বিচিত্রভাবে ব্যবহার করেছেন সেটি হল -

> ''মাতা যথা নিয়ং পুত্তং আয়ুসা একপুত্তমনুরকখে্
> এবম্পি সর্ব্বভূতেসু মানসং ভাবয়ে অপরিমানং।''

মা যেমন একটি মাত্র পুত্রকে নিজের আয়ু দিয়ে রক্ষা করেন, সমস্ত প্রাণীতে সেই প্রকার অপরিমিত মানস রক্ষা করবে। মেত্তসুত্তের এই শ্লোকটি রবীন্দ্রনাথের দৃষ্টিতে ছিল একটি মহাবাণী।

অপরিমিত মানসকে প্রীতিভাবে মৈত্রীভাবে বিশ্বলোকে ভাবিত করে তোলাকেই বুদ্ধদেব ব্রহ্মবিহার বলেছেন। মৈত্রী, করুণা, মুদিতা, উপেক্ষা - এই চতুর্বিধ ভাবনার সম্মিলনেই তার প্রকাশ। 'মৈত্রী' ভাবনার সুনির্দিষ্ট প্রণালীর নির্দেশ বৌদ্ধ দর্শনে দেওয়া হয়েছে। প্রথমে নিজের প্রতি, তারপর নিজের প্রিয় ব্যক্তির প্রতি, আচার্যের প্রতি, এরপর মধ্যস্থে এবং শেষে বৈরীদের প্রতিও মৈত্রীভাবনার বিস্তার করতে হবে। রবীন্দ্রদর্শনে প্রেম বিস্তারের অনুরূপ অগ্রগতির প্রকাশ ঘটেছে। বৌদ্ধ দর্শনে যেমন বলে প্রথমে প্রিয়পুদগলের প্রতি এবং পরে পাপী তাপী এমন কি শত্রু পর্যন্ত সকলের ওপরে মৈত্রী ধারা উৎসারিত হোক। রবীন্দ্র সাহিত্যের বহু স্থলেই এই ভাবাদর্শের কথা সুন্দরভাবে ব্যক্ত হয়েছে। প্রথমে প্রিয়জনকে প্রেম ও করুণার আত্যন্তিক উৎসবের মধ্যে পেয়ে তবেই সমগ্র বিশ্বলোকে নিজেকে বিস্তৃত করা সম্ভব। বিশেষ থেকে নির্বিশেষে যাত্রার এই সাধনাই রবীন্দ্রনাথের জীবন ও সাহিত্যের প্রকৃষ্ট সাধনা।

'করুণার'র ব্যাখ্যায় বলা হয়েছে, পরের দুঃখ দর্শনে এখানে হৃদয় কম্পিত হয়। পরের দুঃখে শুধু দুঃখই জাগে না, সেই দুঃখ দূর করার স্পৃহাও জাগে। প্রথমে প্রিয় পুদগলের প্রতি, তারপর সকলের প্রতি এবং শেষ পর্যন্ত পাপী তাপীর ওপরেও করুণার ধারা উৎসারিত করতে হবে।

ব্রহ্মবিহার তখনই সার্থক সাফল্যে রূপায়িত যখন স্বতঃ প্রবৃত অযাচিত প্রদানে বিশ্বের সর্বভূতে করুণা প্রসারিত হয়। রবীন্দ্রনাথ এই করুণার স্বরূপ উদঘাটনে বলেছেন - ''তা জলভারাক্রান্ত নিবিড় মেঘের ন্যায় আপনার প্রভূত প্রাচুর্যে আপনাকে নির্বিশেষে সর্বলোকের উপর বর্ষণ করিতেছে। ইহায় পরিপূর্ণতার চিত্র ইহাই ঐশ্বর্য।''১৬ রবীন্দ্রনাথের চিন্তার আরো প্রকাশিত রূপ হল বুদ্ধদেব করুণার্ণব - পুঞ্জ পুঞ্জ জলভারাক্রান্ত মেঘের সৃষ্টি করে দীর্ঘকালের পিপাসার্ত ধরিত্রীকে তিনি করুণাধারায় সিক্ত করে দিয়েছেন; এখানেই বুদ্ধ-প্রদর্শিত মৈত্রী ও করুণার নিগূঢ়তম তাৎপর্য সুপরিস্ফুট।

এই জীব হিতার্থে বোধিসত্ত্ব মহাসত্ত্বগণ এখানে জন্ম-জন্মান্তর অবস্থান করতেও কৃতসংকল্প। এর পিছনে আছে জীবের উপর সুগভীর মমত্ববোধ। আর এই 'মুদিতা' ভাবনায় বলা হয়েছে পরের সুখে সুখ ও দুঃখে দুঃখ

অনুভূত হবে। আবার সুখে দুঃখে নির্বিকার শান্ত অবস্থার নাম 'উপেক্ষা'। প্রিয় ব্যক্তির প্রতি উপেক্ষা, তারপর বৈরীর প্রতি এবং শেষ পর্য্যন্ত সর্বসত্ত্বের প্রতি উপেক্ষা অব্যাহত থাকবে।

এইভাবে মৈত্রী, করুণা, মুদিতা ও উপেক্ষার সাধনাই ব্রহ্মবিহারের সাধনা। বুদ্ধদেবনিজে এই সাধনায় সিদ্ধিলাভ করে সেই সাধনার পদ্ধতি বলে দিয়েছেন। অঙ্গুত্তর নিকায়ে তাঁর সেই পথ নির্দেশ ব্যক্ত হয়েছে -

''মৈত্রী পরিপূর্ণ চিত্তদ্বারা জগতের একদিক ব্যক্ত করে বিহার করতাম। এইভাবে দ্বিতীয়, তৃতীয়, চতুর্থদিক ব্যাপ্ত করে বিহার করতাম। আমি উর্দ্ধ, অধঃ, তির্যক এবং সর্বত্র, সর্বস্থানে, সর্বলোকে বিপুল মহত্বপ্রাপ্ত অপরিমেয় অবৈর ও হিংসাহীন এবং মৈত্রীপূর্ণ চিত্ত ব্যাপ্ত করে অবস্থান করতাম।'' ১৭

এই ভাবেই বুদ্ধদেব মৈত্রী-করুণা-মুদিতা-উপেক্ষা ভাবনা দ্বারা সর্বজগতে পরিব্যাপ্ত হয়ে থাকতেন। এই একই চেতনার অভিব্যক্তি রবীন্দ্রনাথের 'মানুষের ধর্মে' লক্ষ্য করা যায় - ''মানুষ অন্তরে-বাইরে অনুভব করে, সে আছে একটি নিখিলের মধ্যে। সেই নিখিলের সঙ্গে সচেতন সচেষ্ট যোগসাধনার দ্বারাই সে আপনাকে সত্য করে জানতে থাকে। বাহিরের যোগে তার সমৃদ্ধি, ভিতরের যোগে তার সার্থকতা।'' ১৮

'সমস্ত সত্তা সুখী হোক' - অনুরূপ সর্বজীবে মাঙ্গল্য ইচ্ছা শুধুমাত্র যে বুদ্ধদেব এবং বুদ্ধত্বপ্রাপ্ত ভিক্ষুগণের চেতনাতেই জাগ্রত অবস্থায় ছিল তাই নয়, এই ইচ্ছা রবীন্দ্র মানসেও জাগ্রত হয়ে উঠেছিল ; অনেক ত্যাগে-সংযমে-দুঃখে-সাধনায় তিনি এই মানসলোক লাভ ৯। ধম্মপদ-রবীন্দ্রনাথ, পৃষ্ঠা ৩৮০ দ্রষ্টব্য, করেছিলেন। এইভাবে উন্নত মার্গে তিনি যে আত্মস্থ হয়েছিলেন তা ছিল বৌদ্ধ দর্শন ও ভারতীয় চিন্তারই যোগ্য উত্তরাধিকার। সর্বজীবে কল্যাণেচ্ছা রবীন্দ্র মানসে অধিষ্ঠিত ছিল বলেই তিনি উপলব্ধি করতে পেরেছিলেন।

রবীন্দ্রনাথ উপলব্ধি করেছেন, যে সত্য বৌদ্ধদর্শনে সেই সত্য উপনিষদে; আর সেই সত্যেরই প্রকাশ তাঁর গভীর আত্মচেতনায়। মানুষের মানবিকতার চরম ও পরমতম প্রকাশ সেই সত্য। বৌদ্ধ ব্রহ্মবিহার ও উপনিষদের ব্রহ্মলাভকে তিনি আত্মস্থ করেছেন এবং সেই ভাবসাদৃশ্যের গভীরে প্রবেশ করে তিনি তাদের মিলিয়ে এক করে দিতে চেয়েছেন। বৌদ্ধদর্শন বলেছে - 'সব্বে সত্তা ভবন্তু সুখীসত্তা', উপনিষদ বলেছে - 'আত্মবৎ সর্বভূতেষু য পশ্যতি স পশ্যতি', আর রবীন্দ্র চেতনায় সেই সত্যই সমুদ্ভাসিত -

''হৃদয় আমার ক্রন্দন করে
মানব হৃদয়ে মিশিতে-
নিখিলের সাথে মহারাজপথে
চলিতে দিবস-নিশীথে।'' ১৯

এইভাবে যিনি সকল জীবকে আপনার মতো করে জানেন, তিনিই সত্যকে জানেন। অনুরূপ মমত্ববোধ ও প্রেম-মৈত্রী-চেতনার মধ্যে রবীন্দ্রনাথ মুক্তির আনন্দলাভ করতে চেয়েছেন। সকলের মধ্যে আপনাকে এবং আপনার মধ্যে সকলকে যিনি দেখতে পেয়েছেন, তিনি আর গোপন থাকতে পারেন, সকল কালে তাঁর প্রকাশ।

বৌদ্ধদর্শনে সর্বাস্তিবাদি দৃষ্টিভঙ্গিতে যেমন জগতের অন্তর ও বাহির সমস্ত সত্ত্বার অস্তিত্ব স্বীকৃত হয়েছে রবীন্দ্রনাথের চিন্তধারাতে তার মিল দেখতে পাওয়া যায়, ''সর্বাস্তিবাদীদের দার্শনিক দৃষ্টিতে বিশ্বজগতের ক্ষুদ্র-বৃহৎ সমস্ত কিছুরই সার্থকতা স্বীকৃত হয়ে থাকে, কোন কিছুরই অস্তিত্ব অস্বীকার্য নয়। ভারত-দার্শনিক রবীন্দ্রনাথকেও সর্বাস্তিবাদী নামে অভিহিত করলে অন্যায় হবে না। কেননে ভারতবর্ষকে তিনি যে দৃষ্টিতে দেখেছেন তাতে মহাভারতবর্ষ গঠনের উপাদান হিসাবে দেশী-বিদেশী, প্রাচীন-নবীন সমস্ত জাতি শক্তি ও ধর্ম মতেরই সার্থকতা ও উপযোগিতা স্বীকৃত।''২০

রবীন্দ্রনাথের দৃষ্টিতে ব্রহ্মসত্য, জগৎসত্য। তাঁর মতে এই নদী-গিরি-হ্রদ-প্রকৃতিলোক, এই আকাশ-বাতাস-চন্দ্র-সূর্য-নক্ষত্র যেমন সত্য, তেমনি জগতের ক্ষণস্থায়ী জীবনও মিথ্যা নয়। এই বিশ্ব প্রকৃতি ও বিশ্বমানবের অস্তিত্বে তিনি পূর্ণ বিশ্বাসী।

নাগার্জুন বলেছেন ঃ ''নির্বাণস্য যা কোটিঃ সা কোটিঃ সংসারস্য চ।''২১ আর জগৎ-সংসার ও জীবনের এই অস্তিত্বে পূর্ণ বিশ্বাস ছিল বলেই রবীন্দ্রনাথের প্রকৃতি প্রেম ও মানবপ্রেম অতলান্ত গভীরতা নিয়ে বিশ্বব্যাপী বিস্তৃতি লাভ করেছিল। তাঁর কাব্যে-সঙ্গীতে-নাট্যে-প্রবন্ধে সর্বত্রই সে পরিচয় ছড়িয়ে আছে।।

''বহু মানবের প্রেম দিয়ে ঢাকা,
বহু দিবসের সুখে দুখে আঁকা,
লক্ষ যুগের সঙ্গীতে মাখা
সুন্দর ধরাতল''।।২২

অর্থাৎ কবির মতে এই বিশ্বজগৎ প্রকৃতি সুন্দর, বিশ্বের মানব সুন্দর। সেই সৌন্দর্যের উষ্ণ প্রস্রবনে নিস্নাত হয়েই তাঁর আনন্দের স্বতোৎ সারণ।সর্বাস্তিবাদে বলা হয়েছে, পঞ্চস্কন্ধ যার সমন্বয়ে জীবের শরীর - সে গুলি হল রূপ, সংজ্ঞা, সংস্কার ও বিজ্ঞান। সেই সঙ্গে ধাতু আয়তনাদি যেগুলি ইন্দ্রিয় সঞ্জাত ধর্ম সেগুলি আবার আকাশ, প্রতি সংখ্যানিরোধ, অপ্রতি সংখ্যা নিরোধ - এগুলি অসংস্কৃত ধর্ম। সর্বাস্তিবাদ এই সংস্কৃত ও অসংস্কৃত উভয় ধর্মের সাংস্কৃতিক অস্তিত্বকে স্বীকার করে। রবীন্দ্রনাথের রচনায় অনুরূপ ইঙ্গিত পাওয়া যায় -

''মোর নাম এই বলে খ্যাত হোক,
আমি তোমাদেরই লোক
আর কিছু নয়,
এই হোক শেষ পরিচয়।।'' ২৩

এই জগৎ সংসার হেতু পরম্পরা বা কার্যকারণ সম্পর্কে গাথা; এখানে একের অবলম্বনে অন্যের উৎপত্তি। বৌদ্ধশাস্ত্রে প্রতীত্যসম্যুৎপাদের ব্যাখ্যায় বলা হয়েছে, ''অস্মিন্ সতীদং ভবতি অস্যোৎপাদাৎ ইদোমুৎ পদ্যতে'' - অর্থাৎ একটি কারণ ঘটলে অন্যঘটে, একের উৎপত্তি হলে অন্যের উৎপত্তি হয়। একেই বলা হয় কার্য কারণ পরম্পরা বা হেতু -ফল পরম্পরা। এই নিদান ও প্রত্যয়ের পারস্পরিক সাপেক্ষ ক্রমের ওপরে ভিত্তি করে জগৎ সংসার জীবের উৎপত্তি ও বিনাশ। অতএব অবিরাম পরিবর্তনের মধ্যে নিত্য বা শাশ্বত বলে কিছু থাকতে পারে না।

উপনিষদে যাকে নিত্য, শাশ্বত, ধ্রুব, অচল বলা হয়েছে, বুদ্ধদেব সেক্ষেত্রে স্থাপন করলেন অনিত্যবাদ এবং অন্যত্ববাদ। অথচ বৌদ্ধদর্শনে জমান্তরবাদ ও কর্মফলবাদ স্বীকৃত। সংসারে অনিবার্য দুঃখ থেকে যাত্রা শুরু, নির্বানের পরম সুখে সেই যাত্রার সমাপ্তি। নিয়ত পরিবর্তন ও কার্যকারণ হেতু পরম্পরা তথা প্রতীত্যসমুৎপাদের ভিতর দিয়ে এই অগ্রগতি। জাতক ও অবদানের কাহিনীগুলিতে বোধিসত্ত্ব কিভাবে তাঁর জন্ম জন্মান্তরের মধ্যে দিয়ে আধ্যাত্মিক যাত্রাপথে চলেছেন, তার দৃষ্টান্ত আছে।

মুহুর্তে মুহুর্তে হেতু-ফলের ক্রিয়া-প্রতিক্রিয়ার স্রোতে জীব বা বস্তু ক্ষণিকের জন্যও স্থিতিলাভ করতে পারে না; এমন কি উৎপত্তি, স্থিতি ও বিনাশ ক্ষণে ক্ষণে সাধিত হচ্ছে অর্থাৎ জীব বা বস্তু সর্বক্ষণ গতিশীল। এই ক্ষণভঙ্গুর জীব ও জগৎ সম্বন্ধে এক কথায় ব্যক্ত বুদ্ধবচনের অনিত্যতা তথা অন্যত্মতা; অর্থাৎ জগতের জীব ও বস্তু ক্ষণিক। বিশ্বের জীবনস্রোত অনন্ত বহমান। বৌদ্ধ দর্শন ও রবীন্দ্র দর্শন উভয়ক্ষেত্রেই জীবন মৃত্যুর মধ্য দিয়ে এই অন্তহীন চলার ছন্দকে বিচিত্রভাবেও রূপে ব্যক্ত করা হয়েছে।

বুদ্ধদেব বলেছেন - 'সর্বং অনিত্যং সর্বং ক্ষণিকং'। রবীন্দ্রনাথও বলেন, বিশ্ব সংসারের সবকিছুই চিরস্থায়ী নয়, কোন বস্তুকে চিরকাল ধরে রাখা যায় না। যেকোন সঞ্চয়ের চেষ্টা, তাই মিথ্যা; গতিই চিরন্তন সত্য। বৌদ্ধদর্শন তথা ভারতীয় দর্শনের নিগূঢ় চেতনা - সম্ভুত এই গতিবাদ রবীন্দ্রদর্শনের ক্ষেত্রে একটি বিশিষ্ট ভূমিকা গ্রহণ করেছে।

শুধু তাই নয়, রবীন্দ্রনাথ দার্শনিক হয়েও কবি - আনন্দপিপাসু কবি। তাই তাঁর মতে জগৎ ও জীবনের এই চলা উদ্দেশ্যবিহীন চলা নয়; এ আনন্দলাভের জন্য - আনন্দের আবেগে চলা। তাই তাঁর সেই উপলব্ধি স্বতঃস্ফূর্তভাবে অভিব্যক্ত হয় -

''শুধু ধাও, শুধু ধাও, শুধু বেগে ধাও,
... ...
কুড়ায়ে লও না কিছু কর না সঞ্চয়;
নাই শোক; নাই ভয়,
পথের আনন্দবেগে অবাধে পথেয় করো ক্ষয়।'' ২৪

দুঃখ ও মৃত্যু বৌদ্ধ দর্শনে যেমন একটি বিশিষ্ট স্থান অধিকার করে আছে, তেমনি রবীন্দ্র দর্শনেও দুঃখ ও মৃত্যুর ভূমিকা বিশেষ গুরুত্বপূর্ণ। রবীন্দ্রনাথের জীবনে ওসাহিত্যে যত্রতত্র বিভিন্নভাবে বিচিত্ররূপে তার প্রকাশ লক্ষ্য করা যায়। ভগবান বুদ্ধ বলেন, বিশ্বের এই দুঃখ অগাধ, অপর্যাপ্ত -
'পহস্থ দুক্খামিদং অনপ্পকং'। বৌদ্ধ দর্শনে ব্যক্ত হয়েছে -

''সব্বং অনিচ্চং
সব্বং দুক্খং
সব্বং অনত্তং''

সেই জন্য তিনি শিষ্যদের কাছে একটি গভীর সত্য ব্যক্ত করে বলেন, 'জীবন-মৃত্যুর পারাপার গমণাগমণের দীর্ঘ পথ যাত্রায় তোমরা এত অশ্রুবিসর্জন করেছ যে চার সমুদ্রের জলরাশির চেয়েও তা অধিকতর'।[২৫] রবীন্দ্রনাথ দুঃখের এই অবশ্যম্ভাবী পরিণামকে পূর্ণ স্বীকৃতি দিয়েছেন। তিনি বলেছেন,

''দুঃখ যেন জাল পেতেছে চারিদিকে;
চেয়ে দেখি যার দিকে
সবাই যেন দূর গ্রহদের মন্ত্রনায়
গুমরে কাঁদে যন্ত্রনায়।'' ২৬

বুদ্ধদেব দুঃখের নিরোধ-উপায় নির্ণয় করতে গিয়ে বলেন - অবিদ্যার ক্ষয় হলে সংস্কারের ক্ষয়, সংস্কারের ক্ষয় থেকে বিজ্ঞানের ক্ষয়, বিজ্ঞানের ক্ষয় হলে নামরূপের ক্ষয়, নামরূপের ক্ষয় হলে হয় আয়তনের ক্ষয় হলে স্পর্শের ক্ষয়, স্পর্শের ক্ষয় হলে বেদনার ক্ষয়, বেদনার ক্ষয় হলে তৃষ্ণার ক্ষয়, তৃষ্ণার ক্ষয় হলে উপাদানের ক্ষয়, উপাদানের ক্ষয় হলে আর জন্ম নেই, জরা নেই, মৃত্যু নেই, ব্যাধি নেই অর্থাৎ দুঃখও নেই। অতএব অবিদ্যার ক্ষয় হলেই দুঃখের ক্ষয়।

রবীন্দ্রনাথও দুঃখের সমাধানে সেই পথ অবলম্বন করলেন। দুঃখের অভিঘাতে দুঃখকে অভিহত করে, দুঃখের রক্ষের মাঝে আনন্দের সন্ধান পেয়েছেন। তিনি বলেছেন -

''দুঃখ যদি না পাবে তো
দুঃখ তোমার ঘুচবে কবে।
বিষকে বিষের দাহ দিয়ে
দহন করে মারতে হবে।'' ২৭

বুদ্ধদেব যেখানে বাসনা বিলোপের মধ্যেদিয়ে ত্রিতাপ দুঃখের হাত থেকে নিস্কৃতি দানের চেষ্টা করেছেন, রবীন্দ্রনাথ সেখানে বাসনাসহ সর্ব-দুঃখের বীজকে কঠোর দুঃখের অভিঘাতে সমূলে বিধস্ত করে দিয়ে আনন্দময় চেতনাকে সঞ্জীবিত করে তুলেছেন।

বিশ্ব সংসারের অনিত্যতা, অনাত্মতা ও দুঃখ সম্পর্কে প্রকৃষ্ট জ্ঞানই হল প্রজ্ঞা - তাই আর্য সত্যের জ্ঞান। প্রজ্ঞা হল জীবের স্বচ্ছ অবস্থা। যিনি প্রজ্ঞাবান তিনিই বুদ্ধ। বুদ্ধের চিত্তে জীবের দুঃখভাব এবং নিঃসীম করুণার উদ্রেক করে। বৌদ্ধ শাস্ত্রে এই মহতী করুণাকে বলা হয়েছে উপায়। যখন উচ্চকোটির সাধক বোধিসত্ত্বের চিত্তভূমিতে প্রজ্ঞা ও উপায় সম্মিলিতভাবে বিরাজ করে, তখনই তা হয় বোধিচর্যা। বোধিচর্যায় ব্যাপৃত চিত্ত বোধিচিত্ত। বুদ্ধত্বলাভের জন্য বোধিচিত্ত উৎপন্ন করতে হয়। সমস্তপ্রাণীর উদ্ধারের অভিপ্রায়ে, বোধিপ্রাপ্তির জন্য সংকল্প ও তার জন্য উদ্যম বোধি চিত্তে থাকে সদা জাগ্রত।

রবীন্দ্রনাথ দেখেছেন, বোধিচিত্তে এই মৈত্রী-করুণা থাকে সদাজাগ্রত। তা বিশ্বত্রান ও মানব কল্যাণকর মহাশক্তির আধার। তাই তিনি বলেছেন, ''বস্তুত বৌদ্ধ ধর্মেই সর্বপ্রথম কোনো একজন মানুষকে মানুষের চেয়ে অনেক বেশী করিয়া দেখা হইয়াছিল। বৌদ্ধধর্মের যিনি প্রতিষ্ঠাতা তিনি তাঁহার ভক্তদের চক্ষে মানুষের সমস্ত স্বাভাবিক সীমা অতিক্রম করিয়াই যেন প্রতিভাত হইয়াছেন। তিনি যে অসামান্য শক্তি সম্পন্ন গুরু তাহা নহে - তিনি যেন মূর্তিমান অসীম প্রজ্ঞা, অসীম করুণা। তিনি মুক্ত হইয়াও কেবল জীবকে দুঃখ হইতে ত্রাণ করিবার জন্যই বন্ধন স্বীকার করিয়াছেন - সে তাঁহার কর্মফলের অনিবার্য বন্ধন নহে; সে তাহার প্রেমের দ্বারা, দয়ার দ্বারা, স্বচ্ছাচারিত বন্ধন।''২৮

বৌদ্ধদর্শন মতে নির্বাণ এক কথায় প্রতীত্যসমুৎপাদের ক্ষয়মুখী বিকাশ। অর্থাৎ অবিদ্যার ক্ষয় হলে যাবতীয় ভৌতিক অস্তিত্বের তথা দুঃখের ক্ষয়। নির্বাণ শব্দটির অর্থ জ্বলতে জ্বলতে নিভে যাওয়া। সংসারের দুঃখ থেকে নির্বানের পথে অর্হৎ চলেন। বোধিসত্ত্ব নির্বাণ চান না - তিনি চান 'সবেসত্তা ভবন্তু সুখীতত্তা' - সর্ব্বসত্তা সুখী হোক। এই ভাবনা তখনই সম্ভবপর যখন কল্যাণমিত্রের মনে শূণ্যতা ও করুণার যুগনদ্ধস্বভাব জাগ্রত। বৌদ্ধসাধনায় এই অদ্বয়কে কমলকুলিশের যুগনদ্ধ স্থিতি বলা হয়েছে। 'কমলকুলিশ' শব্দটি রূপক, প্রজ্ঞা ও উপায় যেখানে পরস্পর অঙ্গাঙ্গীভাবে সম্পৃক্ত, শূণ্যতা ও করুণা আছে সেখানেই। রবীন্দ্রনাথ একেই বলেছেন, 'অসীমপ্রজ্ঞা অসীম করুণা'। এখানে 'শূণ্যতা' শব্দটি বিশেষ তাৎপর্যপূর্ণ। রবীন্দ্রনাথ সে কথা উপলব্ধি করেছিলেন।

তিনি তাই বলেছেন, ''এই বিশ্বব্যাপী প্রেমের মধ্যে চিত্তকে প্রসারিত করাকেই বুদ্ধ ব্রহ্মবিহার বলিয়াছেন। ইহাতেই প্রমান হইতেচে, বুদ্ধ ব্রহ্মকে প্রেমস্বরূপ বলিয়াই জানিয়াছেন, ব্রহ্ম তাঁহার কাছে শূণ্যতা নহে। এই প্রেমকে যদি সর্বব্যাপী পরম সত্য বলিয়া গণ্য করা হয় তবে সংসারকে একেবারে বাদ দিয়া বসিলে চলিবে কেন? করুণা বলো, প্রেম বলো, আপনাকে লইয়া আপনি থাকিতে পারে না। প্রেমের বিষয়কে বাদ দিয়া প্রেমের সত্যতা নাই।'' ২৯

তিনি আরও বলেছেন, ''যারা বলে ধর্ম নীতিই বৌদ্ধ ধর্মের চরম তারা ঠিক কথা বলে না। মঙ্গল একটা উপায় মাত্র। তবে নির্বাণই চরম। তা হতে পারে, কিন্তু সেই নির্বাণটি কি? সেকি শূণ্যতা? যদি শূণ্যতাই হত তবে পূর্ণতার দ্বারা তাতে গিয়ে পৌঁছানো যেত না। তবে কেবলই সমস্তকে অস্বীকার করতে করতে, 'নয় নয় নয়' বলতে

বলতে, একটার পর একটা ত্যাগ করতে করতেই সেই সর্বশূণ্যতার মধ্যে নির্বান লাভ করা যেত।কিন্তু বৌদ্ধধর্মে সে পথের ঠক উল্টো পথ দেখি যে।''[৩০]

এখন স্পষ্টই প্রতীয়মান হয় যে, ভগবান বুদ্ধ এবং বৌদ্ধ ভাবদর্শের ওপরে প্রথমাবধি রবীন্দ্রনাথের শ্রদ্ধা ছিল অপরিসীম। ফলে শ্রেষ্ঠ মহামানবের চিন্তা ও চেতনা, সাধনা ও সিদ্ধি আলোকবর্তিকার মতো রবীন্দ্রনাথের জীবন, সাহিত্য ও চিন্তধারাকে স্বরূপে প্রতিষ্ঠিত হতে সাহায্য করেছে। এই অবস্থায় রবীন্দ্রনাথের যোগীচিত্তের আত্যন্তিক কামনা, ''সর্বজীবে মৈত্রীকে যিনি মুক্তির পথ বলে ঘোষনা করেছিলেন, সেই তাঁরই বাণীকে আজ উৎকণ্ঠিত হয়ে কামনা করি এই ভ্রাতৃবিদ্বেষ কলুষিত হতভাগ্য দেশে। পূজার বেদীতে আর্বিভূত হোন মানব শ্রেষ্ঠ মানবের শ্রেষ্ঠতাকে উদ্ধার করার জন্যে।''[৩১]

তথ্যসূত্র

১। আদেশ - রবীন্দ্রনাথ 'শান্তিনিকেতন' (১ম খন্ড), পৃষ্ঠা-২৯৫ দ্রষ্টব্য।
২। সাধন - রবীন্দ্রনাথ 'শান্তিনিকেতন' (১ম খন্ড), পৃষ্ঠা-২৯৯ দ্রষ্টব্য।
৩। বুদ্ধদেব - রবীন্দ্রনাথ পৃষ্ঠা-২৩ দ্রষ্টব্য।
৪। নৈবেদ্য - ৯৪ নং কবিতা, রবীন্দ্ররচনাবলী (১৯৮০সং), পৃষ্ঠা- ১০০৪।
৫। রাজর্ষি - রবীন্দ্রনাথ
৬। নৈবেদ্য-রবীন্দ্রনাথ, ৯৪ সংখ্যক কবিতা, রবীন্দ্ররচনাবলী।
৭। ধম্মপদ-রবীন্দ্রনাথ, মহাবগ্‌গ ৪ নং শ্লোক।
৮। মন্দির - রবীন্দ্রনাথ, বিচিত্র প্রবন্ধ।
৯। ধম্মপদ-রবীন্দ্রনাথ, পৃষ্ঠা ৩৮০ দ্রষ্টব্য,
১০। গীতাঞ্জলী - রবীন্দ্রনাথ, গীতবিতান পৃষ্ঠা ১০০ দ্রষ্টব্য,
১১। বুদ্ধদেব - রবীন্দ্রনাথ, পৃষ্ঠা ৬৪ দ্রষ্টব্য,
১২। মানসী - রবীন্দ্ররচনাবলী -১ (১৯৮০ সং) পৃঃ ৩৮৬ দ্রষ্টব্য
১৩। কালান্তর - রবীন্দ্ররচনাবলী (বিশ্বভারতী) চতুর্বিংশ পৃঃ ৪৫৭দ্রষ্টব্য
১৪। ব্রহ্মবিহার - রবীন্দ্রনাথ, পৃঃ ২১ দ্রষ্টব্য।
১৫। বুদ্ধদেব - রবীন্দ্রনাথ, পৃষ্ঠা ৫২ দ্রষ্টব্য।
১৬। বুদ্ধদেব - রবীন্দ্রনাথ, পৃষ্ঠা ৫০ দ্রষ্টব্য।
১৭। অঙ্গুত্তর নিকায় মহাবগগ ৩/৩৬/৬।
১৮। মানুষের ধর্ম - রবীন্দ্রনাথ, পৃষ্ঠা ৪৩ দ্রষ্টব্য।
১৯। বিশ্বনৃত্য - রবীন্দ্রনাথ-'সোনারতরী রবীন্দ্ররচনাবলী (১৯৮০ সং)পৃঃ ৪৯৮
২০। ভারত পথিক রবীন্দ্রনাথ - প্রবোধ চন্দ্র সেন পৃঃ ১৩পৃঃ দ্রষ্টব্য।
২১। মূল মধ্যম কারিকা - নাগার্জুন - পঞ্চবিংশতি অধ্যায়।
২২। পুরস্কার 'সোনারতরী' রবীন্দ্ররচনাবলী, (পঃ বঃ সঃ ১৯৮০সং) ১ম খন্ড, পৃঃ ৫২৩
২৩। পরিচয় 'সেঁজুতি' রবীন্দ্ররচনাবলী, (১৯৮৩সং) ৩য় খন্ড, পৃঃ ৫৭৬
২৪। বলাকা - রবীন্দ্রনাথ ৮ নং কবিতা পৃঃ ৩৩।
২৫। সংযুক্ত নিকায় - রবীন্দ্রনাথ, ১৪
২৬। শেষসপ্তক - সংযোজন রবীন্দ্র রচনাবলী (১৯৮৩ সং) পৃঃ ২২৬।
২৭। গীতালি - ৪৩, রবীন্দ্ররচনাবলী ২ (১৯৮২ সং) পৃঃ ৩৮৭।
২৮। বৌদ্ধধর্মে ভক্তিবাদ 'বুদ্ধদেব' - রবীন্দ্রনাথ পৃঃ ৩৩ দ্রষ্টব্য।
২৯। 'বুদ্ধদেব' বৌদ্ধধর্মে ভক্তিবাদ - রবীন্দ্রনাথ পৃঃ ৩৯ দ্রষ্টব্য।
৩০। 'বুদ্ধদেব' 'ব্রহ্মবিহার' - রবীন্দ্রনাথ পৃঃ ১৭ দ্রষ্টব্য।
৩১। বুদ্ধদেব - রবীন্দ্রনাথ পৃঃ ৮ দ্রষ্টব্য।

গ্রন্থপঞ্জী

১) ঠাকুর, রবীন্দ্রনাথ (১৯০৯), আদেশ, বিশ্বভারতী, শান্তিনিকেতন।
২) ঠাকুর, রবীন্দ্রনাথ (১৯০৯), সাধন, বিশ্বভারতী, শান্তিনিকেতন।

৩) ঠাকুর, রবীন্দ্রনাথ (১৯৩৫), বুদ্ধদেব, বিশ্বভারতী, শান্তিনিকেতন।
৪) ঠাকুর, রবীন্দ্রনাথ (১৯০১), নৈবেদ্য, বিশ্বভারতী, শান্তিনিকেতন।
৫) ঠাকুর, রবীন্দ্রনাথ (১৮৮৭), রাজর্ষি, বিশ্বভারতী, শান্তিনিকেতন
৬) ঠাকুর, রবীন্দ্রনাথ (১৯০৫) ধম্মপদং, বিশ্বভারতী, শান্তিনিকেতন।
৭) ঠাকুর, রবীন্দ্রনাথ (১৯০২-১৯০৩), বিচিত্র প্রবন্ধ (মন্দির), বিশ্বভারতী, শান্তিনিকেতন।
৮) ঠাকুর, রবীন্দ্রনাথ (১৯১০), গীতাঞ্জলি, বিশ্বভারতী, শান্তিনিকেতন।
৯) ঠাকুর, রবীন্দ্রনাথ (১৮৯০), মানসী, বিশ্বভারতী, শান্তিনিকেতন।
১০) ঠাকুর, রবীন্দ্রনাথ (১৯১৭), কালান্তর, বিশ্বভারতী, শান্তিনিকেতন।
১১) ঠাকুর, রবীন্দ্রনাথ (১৯০৮), ব্রহ্মবিহার, বিশ্বভারতী, শান্তিনিকেতন।
১২) ঠাকুর, রবীন্দ্রনাথ (১৯৩৩-৩৪), মানুষের ধর্ম, বিশ্বভারতী. শান্তিনিকেতন।
১৩) ঠাকুর, রবীন্দ্রনাথ (১৮৯৩), বিশ্বনৃত্য ‘সোনারতরী’, বিশ্বভারতী, শান্তিনিকেতন।
১৪) ঠাকুর, রবীন্দ্রনাথ (১৯১৪), বলাকা, বিশ্বভারতী, শান্তিনিকেতন।
১৫) ঠাকুর, রবীন্দ্রনাথ (১৯৩৪), শেষ সপ্তক, বিশ্বভারতী, শান্তিনিকেতন।
১৬) ঠাকুর, রবীন্দ্রনাথ (১৯১৪), গীতালি, বিশ্বভারতী, শান্তিনিকেতন।
১৭) ঠাকুর, রবীন্দ্রনাথ (১৯১১), বৌদ্ধধর্মে ভক্তিবাদ, বিশ্বভারতী, শান্তিনিকেতন।
১৮) সেন, প্রবোধচন্দ্র ‘ভারত পথিক রবীন্দ্রনাথ’।
১৯) নাগার্জুন, মূলমধ্যমকারিকা ।
২০) অঙ্গুত্তর নিকায় মহাবগগ - ২/৩৬/৬ ।
২১) সংযুক্ত নিকায় - ১৪।

ভারতীয় প্রেক্ষাপটে সংস্কৃত কাব্য ও নাট্য সাহিত্যে মানবিক মূল্যবোধ

সৌমেন মান্না
লেকচারার (পি. পি. টি.), সাধনচন্দ্র মহাবিদ্যালয়, হরিনডাঙ্গা, ফলতা, দক্ষিন ২৪ পরগনা, পশ্চিমবঙ্গ

মানব সমাজে প্রচলিত রীতি অনুসারে বিভিন্ন ধারণা, আচরণ বা বস্তু সম্বন্ধে মানুষ তার জীবনের মূল্যবোধগুলি সৃষ্টি করে। মূল্যবোধ প্রধানত মানুষের জীবনের আদর্শের উপর ভিত্তি করে গঠিত হয়। মূল্যবোধ জীবনের মূল পথপ্রদর্শক যা সার্বিক উন্নতির পথে অগ্রসর হতে সাহায্য করে এবং মানব চেতনার প্রার্থিত বিষয়বস্তুকে নির্ধারিত করে। যখন কেউ বলে এই কাজটির মূল্য আমার কাছে অনেক বেশী, তখন মূল্যবোধ শব্দটি সংকীর্ণ অর্থ প্রকাশ করে, কিন্তু যখন আমরা বলি মানব জীবনের সততার মূল্য আনেক বেশী মহান, তখন মূল্যবোধ শব্দটি ব্যাপক অর্থের প্রকাশ।

মূল্যবোধ নানা ধরণের হতে পারে, যেমন – সামাজিক মূল্যবোধ (Social Value), সাংস্কৃতিক মূল্যবোধ (Cultural Value), নৈতিক মূল্যবোধ (Moral Value), বৌদ্ধিক মূল্যবোধ (Intellectual Value), নান্দনিক মূল্যবোধ (Aesthetic Value), অর্থনৈতিক মূল্যবোধ (Economic Value), ধর্মীয় মূল্যবোধ (Religious Value), শিক্ষামূলক মূল্যবোধ (Educational Value)।

সমাজের মূল চালিকা শক্তি হল মানবজাতি। সকল ভাষার সাহিত্যদর্পণে প্রতিফলিত হয় মানব তত্ত্বের বিভিন্ন দিকগুলির প্রতিচ্ছবি, আর সেই সঙ্গে সঙ্গে ধরা পড়ে মূল্যবোধের চিত্রগুলি। আমাদের কি করা উচিত এবং কি করা উচিত নয়, কোনটা ভাল কোনটা মন্দ কাজ, সমাজ আমাদের কাছ হতে কি ধরণের আচরণ আশা করে, অপরের জন্য বিবেচনাবোধ, পারস্পরিক সহযোগিতা, সৌজন্যবোধ ও নিষ্ঠা, কর্তব্যপরায়ণতা, বিশ্বস্ততা, কৃতজ্ঞতা, সততা, জীবের প্রতি দয়া-দাক্ষিণ্য, অহিংসা ও সহানুভূতির জাগরণ – ইত্যাদি বিষয়গুলি মূল্যবোধের অঙ্গ হিসাবে প্রাচীন সাহিত্য তথা সংস্কৃত সাহিত্যে বিপুলভাবে স্থান পেয়েছে। আলোচ্য প্রবন্ধে সংস্কৃত কাব্য ও নাট্যসাহিত্যে মানবিক মূল্যবোধের বিভিন্ন দিকগুলি উপস্থাপিত করার প্রচেষ্টা করছি।

বর্তমান সমাজ মূল্যবোধের অভাবে ধ্বংসের দিকে অগ্রসরমান। চারিদিকে শুধু হিংসা, দলাদলি, স্বার্থান্বেষী মানুষের ভীড়। কবিগুরুর ভাষায় সহমত পোষণ করে বলতে পারি, –

"শতাব্দীর সূর্য আজি রক্তমেঘ-মাঝে
অস্ত গেল, হিংসার উৎসবে আজি বাজে
অস্ত্রে অস্ত্রে মরণের উন্মাদ রাগিণী
ভয়ংকরী। দয়াহীন সভ্যতা-নাগিনী
তুলেছে কুটিল ফণা চক্ষের নিমিষে
গুপ্ত বিষদন্ত তার ভরি তীব্র বিষে ।।"(নৈবেদ্য ৫), রবীন্দ্রনাথ ঠাকুর।

এই বিশ্বের সমস্ত বস্তুর মধ্যে পারস্পরিক ঐক্য বর্তমান ও সেই সঙ্গে একই বিরাট পুরুষ থেকে সম্ভূত। পৃথিবীর সকল জীবেরই বেঁচে থাকার অধিকার এবং তাদের প্রয়োজনীয়তা বিদ্যমান। তাই 'মহাভারতে'র অন্তরে এক সর্বক্ষয়ী ধর্ম ও অধর্মের যুদ্ধকে বহন করে নিয়ে ও বারবার অহিংসার বাণী ধ্বনিত হয়েছে।

"অহিংসা সত্যবচনং সর্বভূতহিতং পরম্।
অহিংসা পরমো ধর্মঃ স চ সত্যে প্রতিষ্ঠিতঃ ।।"
– (বনপর্ব – ১৭৫/৭৩)

আবার শান্তি পর্বেও ঠিক সমতুল্য বাণী উচ্চারিত হয়েছে, –

"অহিংসা সর্বভূতেভ্যো ধর্মেভ্যো জ্যায়সী মতা।"
– (শান্তিপর্ব – ২৫৯/৮)

সকলের বাঁচা এবং সকলকে বাঁচতে দেওয়ার জন্য এই পৃথিবী । কাজেই পৃথিবীতে ক্ষুদ্রাতিক্ষুদ্র কীট পতঙ্গেরও বাঁচার অধিকার আছে । এর জন্যই হয়তো হিন্দু বৌদ্ধ এবং জৈন ধর্মে প্রবর্তিত হয়েছিল অহিংসার ধর্ম । পঞ্চতন্ত্রেও তার প্রতিফলন দেখা যায় – "অহিংসৈব ধর্মমার্গঃ । উক্তং চ–

অহিংসা-পূর্বকো ধর্মো যস্মাৎ সদ্ভিরুদাহৃতঃ ।
যূকমৎকুণদংশাদীস্তস্মাত্তানপি রক্ষয়েৎ ।।"'পঞ্চতন্ত্র', ৩য় ভাগ, শ্লোক–১০৩

অহিংসার মত পৃথিবীর সর্বভূত কল্যাণের জন্য উপদেশ 'মহাভারতে'র অনেক ক্ষেত্রে দেখা যায় –

"হিতং যৎসর্বভূতানামাত্মনশ্চ সুখাবহম্"
– (উদ্যোগপর্ব – ৩৭/৪০)

আবার শান্তিপর্বে ও মেলে তদনুরূপ উক্তি –

"সর্বভূতহিতে তিষ্ঠ ধর্মংচৈব প্রতিস্মর ।"
– (শান্তিপর্ব – ১৪৭/১৬)

আমাদের সুস্থ সামাজিক জীবনযাপন নির্ভর করে পারস্পরিক সুসম্পর্কের মধ্য দিয়ে, আর সেই সুসম্পর্ক দৃঢ়ভাবে অটুট থাকে সামাজিক মূল্যবোধের উপরে । শূদ্রক রচিত 'মৃচ্ছকটিক' নাটকের মধ্যে চারুদত্তের চরিত্র থেকে আমরা প্রকৃত সামাজিক মূল্যবোধের শিক্ষা নিতে পারি । যেখানে দারিদ্র্য, চারুদত্তের উদারতা এবং দয়ালুতাকে ম্লান করতে পারেনি । তাঁর বাড়িতে সিঁধ কাটার কষ্ট স্বীকার করে চোর বিফল হয়ে ফিরেছ ভেবেও তিনি অনুতাপ করেছেন, যা বর্তমান যুগে বিস্ময়ের উদ্রেক করে ।

"সন্ধিচ্ছেদনখিন্ন এব সুচিরং পশ্চান্নিরাশো গতঃ ।"৩/২৩

আপন ভৃত্যদের প্রতি তাঁর অনুকম্পা প্রশংসার দাবী রাখে ।

"অলং সুপ্তজনং প্রবোধয়িতুম্ ।" ৩/১

প্রাণীদের সামান্যতম দুঃখেও তাঁর হৃদয় বিগলিত হত । সামান্য কপোতদের লাঠি দিয়ে তাড়াতে দেখে তিনি বন্ধু মৈত্রেয়কে নিবৃত্ত করেন – "বয়স্য উপবিশ, কিমনেন ? তিষ্ঠতু দয়িতাসহিস্তপন্থী পারাবতঃ ।"৫.২

শরণাগতকে রক্ষা করার মধ্য দিয়ে প্রকৃত মানবিক মূল্যবোধের প্রকাশ ঘটেছে । –

"অপি প্রাণানহং জহ্যাং ন তু ত্বাং শরণাগতম্ ।"৭/৬

আবার যে দুষ্ট শকার আপন কৃত কর্মের দোষ চারুদত্তের ঘাড়ে চাপিয়ে তাকে হত্যার ষড়যন্ত্র কেরেছিল, শুধু তাই নয় সপুত্রচারুদত্তকে বধ করাতে চেয়েছিল – "অলে ণং ভণামি শপুত্তাকং চালুদত্তাকং বাবাদেধ ত্তি" (অরে ননু ভণামি সপুত্রকং চারুদত্তং ব্যাপাদয়তমিতি) ১০.১২ । এবং "সপুত্রমেবৈতং মারয়তম্" ১০.১১ সেও যখন শর্বিলক কর্তৃক বধ্যভূমিতে আনীত হয়ে চারুদত্তের শরণাপন্ন হল তখন দয়ালু চারুদত্ত তাকেও ক্ষমা করলেন । তাঁর মুখেই তাই শোভা পায় । – "শত্রুঃ কৃতাপবাধঃ শরণমুপেত্য পাদয়োঃ পতিতঃ শস্ত্রেণ ন হন্তব্যঃ"এবং "উপকারহতস্তু কর্ত্তব্যঃ"(১০ অঙ্ক শ্লোক ৫৫) ।

কেবলমাত্র মহানুভবতা ও উদারতা চারুদত্তের চরিত্রের মধ্যেই স্থিতিশীল ছিল না, তা বসন্তসেনার চরিত্রের উপরেও বারিবর্ষণের ন্যায় পর্যবসিত হয়েছিল । যা মানবিক মূল্যবোধের এক চরম সাক্ষ্য বহন করে । শরণাগত সংবাহককে তার দেনা মিটিয়ে মুক্ত করা । মদনিকাকে দাসী জীবন থেকে মুক্তি দেওয়া । চারুদত্ত-পুত্র রোহসেনের প্রতি মাতৃস্নেহে অলঙ্কার প্রদান । নিজেকে চারুদত্তের এবং তাঁর স্ত্রী ধূতার দাসী বলে পরিচয় দান তাঁর চরিত্রের মহত্ত্বেরই পরিচয় বহন করে । শুধু তাই নয়, তাঁর অধীনস্থ সমস্ত দাস-দাসীদের দাসত্ব থেকে মুক্তি দিতেও যে তিনি আগ্রহী ছিলেন তার ইঙ্গিতও আমরা তাঁর সখি মদনিকার উক্তি থেকে জানতে পারি । "জই মম সচ্ছন্দো তদা বিনা অত্থং সব্বং পরিজণং অভুজিস্সং করই স্মম্ ।" ৪/৮

দরিদ্র হলেও স্বীয় চরিত্র রক্ষায় চারুদত্ত সদা তৎপর ছিলেন । অপরকে ধোঁকা দেওয়া বা শঠতা তাঁর চরিত্র বিরুদ্ধ । কপটচারকে তিনি কখনও প্রশয় দেননি । বসন্তসেনার গচ্ছিত অলংকার চুরি যাওয়ায় তিনি ভিক্ষা করেও তাঁর

ক্ষতিপূরণ দেবেন এ চারিত্রিক দৃঢ়তা তাঁর ছিল, কিন্তু মিথ্যার আশ্রয় নেওয়ার পক্ষপাতী তিনি ছিলেন না । "ভৈক্ষ্যেণাপ্যর্জয়িষ্যামি পুনর্ন্যাস প্রতিক্রিয়াম্ । অনৃতং নাভিধাস্যামি চারিত্রিকভ্রংশকারণ্ ।"৩/২৬ । আপন চারিত্রিক শুদ্ধতা রক্ষাকে তিনি এতই প্রাধান্য দিতেন যে মৃত্যু ভয়ও তাঁকে সেখান থেকে বিচ্যুত করতে পারে নি । স্ত্রী হত্যার অপরাধে যখন তাঁকে বধ্যভূমিতে নিয়ে যাওয়া হচ্ছে তখনও তিনি আপন যশ কলঙ্কিত হওয়ার শঙ্কা প্রকাশ করেছেন । – "ন ভীতো মরণাদস্মি কেবলং দূষিতং যশঃ ।"১০/২৭ ।

মানবিক মূল্যবোধের অপর একটি অঙ্গ হল ধর্মীয় মূল্যবোধ । 'ধর্ম' শব্দের অর্থ হল যা ধারণ করে থাকে । সমাজবদ্ধ মানুষ কোন না কোন ধর্মকে আশ্রয় করে তার মানবিক জীবনকে সম্পূর্ণ করে তোলে । শূদ্রক রচিত মৃচ্ছকটিক নাটিকের ধর্মীয় মূল্যবোধ এর প্রভাব চোখে পড়ে । চারুদত্ত ধর্মপ্রবণ মানুষ । গৃহদেবতাদের কায়মনে পূজা ও উপহার দান করলে তাঁরা সন্তুষ্ট হন এ বিশ্বাস তাঁর ছিল । – "তপসা মনসা বাগ্ভিঃ পূজিতা বালিকর্ম্মভিঃ তুষ্যন্তি শমিনাং নিত্যং দেবতা কিং বিচারিতৈঃ ।।"১/১৬ । তিনি দেবকার্যকে গৃহস্থের নিত্যকর্ম বলেই মনে করেন । – "গৃহস্থস্য নিত্যোনাঽয়ং বিধিঃ" ১.৫ । এবং নিজেও ত্রিসন্ধ্যা জপাদি আচরণ করতেন – "অহং সমাধিং নিবর্ত্তয়ামি"১.৫ । শুধুমাত্র শূদ্রক রচিত 'মৃচ্ছকটিক' নাটকে চারুদত্তের চরিত্রের উপরেই ধর্মপ্রবণতার ছাপ পড়েনি, মহাকবি কালিদাসের রচনাগুলিতেও তদনুরূপ পদধ্বনি শুনতে পাওয়া যায় । দৃষ্টান্ত স্বরূপ বলতে পারি 'রঘুবংশম্' মহাকাব্যের প্রারম্ভিক মঙ্গলশ্লোকে তিনি পার্বতী ও পরমেশ্বর শিবকে জগতের পিতা মাতা জ্ঞানে বন্দনা করেছেন । –

"বাগর্থাবিব সম্পৃক্তৌ বাগর্থপ্রতিপত্তয়ে ।
জগতঃ পিতরৌ বন্দে পার্বতীপরমেশ্বরৌ ।।"১/১

এছাড়াও প্রসিদ্ধ খণ্ডকাব্য 'মেঘদূতে' ও মহাকাল মন্দিরে সন্ধ্যারতির বর্ণনায় শিবের প্রতি তাঁর অনুরক্তি সূচিত হয়েছে । 'অভিজ্ঞানশকুন্তলম্' নাটকের মঙ্গলশ্লোকে প্রত্যক্ষ অষ্টমূর্তিধর শিবের প্রতি অকুণ্ঠিত শ্রদ্ধা নিবেদন করেছেন এবং অন্তিম ভরতবাক্যে 'নীললোহিত'শিবের কাছে মোক্ষ প্রার্থনা করেছেন ।–"প্রত্যক্ষাভিঃ প্রপন্নস্তনুভিরবতু বস্তাভিরষ্টাভিরীশঃ।।"১/১। এবং

"মমাপি চ ক্ষপয়তু নীললোহিতঃ
পুনর্ভবং পরিগতশক্তিরাত্মভূঃ ।"৭/৩৫

সংস্কৃতসাহিত্যে মানবিক মূল্যবোধ আলোচনা প্রসঙ্গে কালিদাস রচিত নাটকগুলি ওতোপ্রতভাবে জড়িত । কালিদাস রচিত 'অভিজ্ঞান শকুন্তলম্'নাটকে উল্লিখিত বিভিন্ন চরিত্রগুলির স্বরূপ নির্ণয়কালে যে মানবিক মূল্যবোধের দিকটি প্রকাশিত হয়েছে তা অন্যান্য নাট্যসাহিত্যে সত্যই দূর্লভ । সেখানে শকুন্তলা এবং তার দুই সখী অনসূয়া ও প্রিয়ংবদা, ঋষি কণ্বের ঔরসজাত সন্তান না হয়েও নিজসন্তান তুল্য ।সেই শকুন্তলাই মাননীয় কুলপতি কণ্বের প্রাণস্বরূপা । – "সা খলু ভগবতঃ কণ্বস্য কুলপতেরুচ্ছসিতম্"৩.১ ।

তাই ঋষি কণ্বের চতুর্থ অঙ্কে শকুন্তলার পতিগৃহযাত্রার সময় মন উৎকণ্ঠায় আকুল হয়ে উঠেছে–

"যাস্যত্যদ্য শকুন্তলেতি হৃদয়ং সংস্পৃষ্টমুৎকণ্ঠয়া
কণ্ঠঃ স্তম্ভিতবাষ্পবৃত্তিকলুষশ্চিন্তাজড়ং দর্শনম্ ।
বৈক্লব্যং মম তাবদীদৃশমিদং স্নেহাদরণ্যৌকসঃ
পীড্যন্তে গৃহিণঃ কথং নু তনয়াবিশ্লেষদুঃখৈর্নবৈঃ ।।"৪/৬

সেই সঙ্গে তাঁর কর্তব্যবোধের জাগরণ ঘটেছে । তিনি তাঁর কর্তব্য পালন করে নিজেকে শান্ত ও চিন্তামুক্ত করেছেন । –

"অর্থো হি কন্যা পরকীয় এব
তামদ্য সংপ্রেষ্য পরিগ্রহীতুঃ ।
জাতো মমায়ং বিশদঃ প্রকামং
প্রত্যর্পিতন্যাস ইবান্তরাত্মা ।।" ৪/২২

শুধুমাত্রশকুন্তলার প্রতিই নয়, অনসূয়া ও প্রিয়ংবদার প্রতিও তাঁর সমকর্তব্যবোধের প্রকাশ ঘটেছে। – "বৎসে, ইমে অপি প্রদেয়ে।"৪.২৪। কন্যার প্রতি পিতার কর্তব্য পালন করেই তিনি ক্ষান্ত হননি সেই সঙ্গে কন্যাতুল্য শকুন্তলাকে পতিগৃহে যাত্রার পূর্বক্ষণে সঠিক উপদেশ প্রদান করেছেন – যা মানবিক মূল্যবোধেরই প্রকাশ মাত্র।

"শুশ্রূষস্ব গুরূন্ কুরু প্রিয়সখীবৃত্তিং সপৎনীজনে
ভর্তুর্বিপ্রকৃতাপি রোষণতয়া মাস্ম প্রতীপং গমঃ।
ভূয়িষ্ঠং ভব দক্ষিণা পরিজনে ভাগ্যেষ্বনুৎসেকিনী
যান্ত্যেবং গৃহিণীপদং যুবতয়ো বামাঃ কুলস্যাধয়ঃ।।"৪/১৮

'অভিজ্ঞানশকুন্তলম্' নাটকে প্রাণী এবং উদ্ভিদের প্রতি যে দয়া এবং ভালোবাসা প্রতিধ্বনিত হয়েছে তা একজন মানুষকে প্রকৃত মানবিককতার দিক দিয়ে উচ্চতর আসন লাভ করায়। এই নাটকে মানুষ ও পশুপাখি, ইত্যাদি জীবজন্তুর মধ্যে এক অভূতপূর্ব অদৃশ্য মেলবন্ধনের ছবি ধরা পড়ে। যেমন এই নাটকের প্রথম অঙ্কে বৈখানস মৃগয়াবিহারী রাজা দুষ্যন্তকে পশুহত্যা থেকে বিরত করে বলেছেন, –

"ন খলু ন খলু বাণঃ সন্নিপাত্যোঽয়মস্মিন্
মৃদুনি মৃগশরীরে তুলরাশাবিবাগ্নিঃ।" ১/১০

শকুন্তলাও আশ্রমস্থিত লতাবৃক্ষগুলির প্রতি সহোদরের স্নেহ অনুভব করে। –

"ন কেবলং তাতনিয়োগ এবং অস্তি মে সোদরস্নেহঃ অপি এতেষু।" ১/১৬

আশ্রমের সহকারতরু, বনজ্যোৎস্নার প্রতি তার প্রগাঢ় ভালোবাসার চিত্র লক্ষ করি। প্রসাধনপ্রিয় হয়েও সে গাছের পল্লব ভাঙ্গে না। গাছে জলসেচন না করে সে নিজে জলগ্রহণ পর্যন্ত করে না। –

"পাতুং ন প্রথমং ব্যবস্যতি জলং যুষ্মাস্বপীতেষু যা
নাদত্তে প্রিয়মণ্ডনাপি ভবতাং স্নেহেন যা পল্লবম্।
আদ্যে বঃ কুসুমপ্রসূতিসময়ে যস্যা ভবত্যুৎসবঃ"৪/৯

আশ্রমের হরিণ-শাবকের মুখে কুশক্ষত হলে মাতৃস্নেহে সযৎেন সে ইঙ্গুদীর তেলের প্রলেপ দেয় –

"যস্য ত্বয়া ব্রণবিরোপণমিঙ্গুদীনাং
তৈলং ণ্যষিচ্যত মুখে কুশসূচিবিদ্ধে।"৪.১৪

গর্ভমন্থরা হরিণীর জন্য তার উদ্বেগের অন্ত নেই। পতিগৃহে যাবার সময় তাত কণ্বের কাছে তার অনুরোধ – "তাত, এষা উটজপর্যন্তচারিণী গর্ভমন্থরা মৃগবধূঃ যদা অনঘপ্রসবা ভবতি তদা মহ্যং কমপি প্রিয়নিবেদয়িতৃকং বিসর্জয়িষ্যথ।"৪.১৯ ইত্যাদি উক্তির মাধ্যমে মানবিকচেতনার ছবি ফুটে ওঠে।

স্বামীকর্তৃক প্রত্যাখ্যাত হয়েও শকুন্তলা তারই প্রতীক্ষায় 'নিয়মক্ষামমুখী''একবেণীধরা' প্রোষিতভর্তৃকার জীবন বেছে নিয়েছে। কোন ক্ষোভ, কোন অভিযোগ তার মুখে আমরা দেখিনা। দুষ্যন্তের সঙ্গে দেখা হলে সে তাকে ক্ষমা করেছে এবং আর্যপুত্রকে সাদরে গ্রহণ করেছে। শকুন্তলার চরিত্রে যে ভাবাবেগপরবশ প্রণয়ের উচ্ছলতা থেকে শুচিস্নিগ্ধ নির্মোহ প্রেমের যে উত্তরণ লক্ষ করা যায়, তার থেকে আমরা মানবিকমূল্যবোধের শিক্ষা নিতে পারি।

মানবিক মূল্যবোধের আলোচনা প্রসঙ্গে 'কুমারসম্ভব' মহাকাব্যের দ্বিতীয় সর্গে ব্রহ্মার উক্তিটি প্রাসঙ্গিক। – "বিষবৃক্ষোঽপি সংবর্ধ্য স্বয়ং ছেত্তুমসাম্প্রতম্।"২/৪৪ অর্থাৎ বিষবৃক্ষকেও সংবর্ধিত করে স্বয়ং ছেদন করা অসমীচীন। পঞ্চমসর্গে বনে পার্বতীর তপস্যার সাক্ষী ছিল ফলবান বৃক্ষ। সেগুলি তিনি নিজের হাতেই রোপণ করেছিলেন। – "দ্রুমেষু সখ্যা কৃতজন্মসু স্বয়ং ফলং তপঃসাক্ষিষু দৃষ্টমেষ্বপি" ৫/৬০ এই বৃক্ষগুলির উপর পার্বতীর বাৎসল্য ছিল অপরিমেয়। তিনি অনলস ভাবে ঘটের জল সেচন করে তাদের পরিচর্য্যা করতেন।

সংস্কৃত নাট্যসাহিত্যের অন্যতম পথিকৃৎ ভবভূতি রচিত 'উত্তররামচরিতে'র তৃতীয় অঙ্কে রামচন্দ্র বৃক্ষ ও বন্যপ্রাণীকে পরমবন্ধু ও আত্মীয় জ্ঞান করেছেন। –

"যত দ্রুমা অপি মৃগা অপি বন্ধবো মে
যানি প্রিয়াসহচরশ্চিরমধ্যবাৎসম্।।"২/৮

শুধুমাত্র 'উত্তররামচরিতে' নয়, ভাসের প্রতিমানাটকেও বলা হয়েছে বৃক্ষ ও পশু উভয়ই আত্মীয়তুল্য । রামচন্দ্র হিমালয় পর্বতের অরণ্যাঞ্চলে বসবাসের মনস্থ করে সীতাকে পুত্রস্নেহে পালিত মৃগ ও বৃক্ষ, এবং বিন্ধ্যপর্বত ও সখী স্থানীয় প্রিয় লতাদের কাছ থেকে বিদায় নেওয়ার জন্য বলেছেন –

"আপৃচ্ছ পুত্রকৃতকান্ হরিণান্ দ্রুমাংশ্চ
বিন্ধ্যং বনং তব সখীর্দয়িতা লতাশ্চ ।"৫/১১

আলোচ্যপ্রবন্ধের মাধ্যমে মানবিক মূল্যবোধের খণ্ড খণ্ড চিত্র তুলে ধরার চেষ্টা করলাম । আমরা সকলে মিলে যদি এই মূল্যবোধের সঠিক মূল্যায়ন করি তাহলে বোধ করি আমাদের এই সমাজ ক্রম অবক্ষয়ের হাত থেকে একদিন নিশ্চিত মুক্তি পাবে – এই প্রত্যাশা রাখি । সর্বোপরি বেদের মন্ত্র উচ্চারণ করে বলতে পারি –

"ওঁ সহনাববতু, সহ নৌ ভুনক্তু, সহ বীর্যং করবাবহৈ
তেজস্বি নাবধীতমস্তু, মা বিদ্বিষাবহৈ।।"